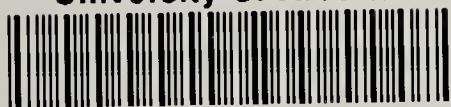


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HOME ENVIRONMENT SERIES



our community

Richard W. Burkhardt

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illustrated by *Beth Wilson*

Beckley-Cardy Company
Chicago, Illinois



Contents

Looking at Belltown	7
Houses! Houses! Houses!	17
Planning a House	29
The Old Bell House	35
Food for Everyone	41
How Food Comes to Us	51
Lunch at School	57
Many Kinds of Clothing	62
How We Get Cloth	69
Taking Care of Clothes	76
Why We Work	80
A Visit by the Mayor	88
A Visit to the Town Hall	94
Helping Others	102
Choosing a Church	110
Sending Messages	117



Written Messages 126

Radio and Television 134

Having Fun Everywhere 142

The Big City 149

Fun in the City 155

On the Way South 162

Winter Sunshine 170

Traveling in the South 178

Our Town and World 185

A Brave Sailor 193

Thanksgiving in School 201

George Washington 209





Looking at Belltown

“Whew, what a climb!” said Jack. “Maybe we should have come up in the school bus.”

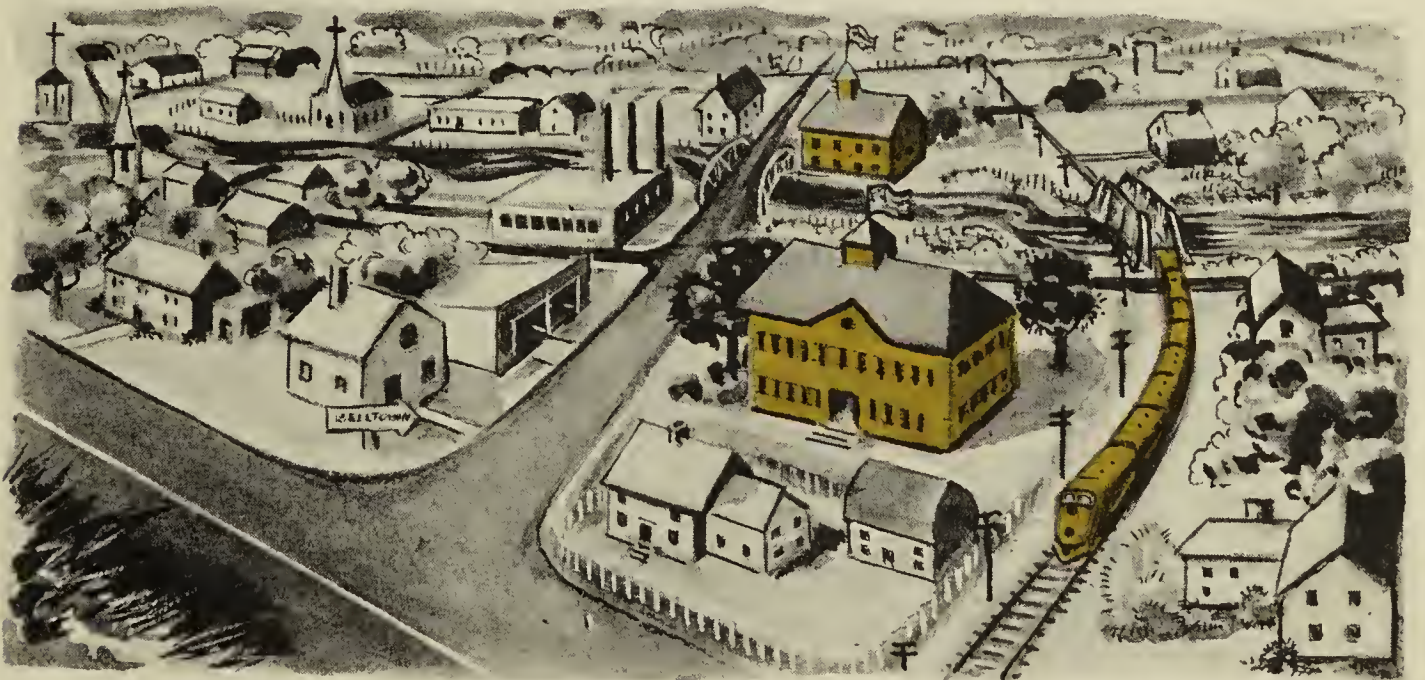
“Look at the town!” said Mary. “I have been up here lots of times, but I never looked at Belltown before.”

Betsy said, “Mrs. Burt had a good plan when she said we should look at the town from up here before we talked about it.”

“They are waiting for us,” said Mary.

“Hello, Mrs. Burt,” called the three children.

“Look, Jack, there is your mother,” said Betsy.





“Now we’re all here!” said Mrs. Burt. “Be sure to find a good place to look at the town. Jack, you are the tallest. Stand back there. Mary, you can stand in front of Jack.”

“Oh,” said David, “look! Mrs. Burt’s cap is blowing away! Look at it go! I’ll get it, Mrs. Burt. It’s over there on those bushes. I’ll find a stick and get it.”

Mrs. Burt smiled at David as he gave her the cap. “Thank you,” she said. “That was kind of you. I’ll hold on to my cap now.”

“It’s windy,” said Paul. “See how all the trees blow in the wind.”

Mrs. Burt asked, “Can all of you see the town from where you are?”

“Yes,” said the girls and boys.

“First, let’s see if we can each find where we live,” said Mrs. Burt.

David said, “My house is in those trees.”

“There’s my house!” said Betsy. “And we are getting some coal. I can see the truck.”

“I can . . .” Betsy and Sandra started to say at the same time.

“We can’t all talk at once,” said Mrs. Burt. “We had better remember the rules we have when we talk about things.”

“One rule is that we should think about what we are going to say before we say it,” said Jack.

“And not say it when someone is talking,” said Paul.

“Good,” said Mrs. Burt. “Let’s follow them.”



“I see my house,” said Sandra. “It’s over there. The house with the swing in the yard.”

“What do you call the people who live near you, Sandra?” asked Mrs. Burt.

“We call them neighbors,” answered Sandra.

“All of you have neighbors,” said Mrs. Burt. “Each of you lives in a neighborhood.”

“Neighbors are important,” Jack said. “Our neighbors do all kinds of things for us.”

“Yes,” said Mrs. Burt, “neighbors are the people we know best and who help us most.”

“Belldown is full of neighborhoods,” said David.

“Now each of you tell us about something important in your neighborhood,” said Mrs. Burt.

“Way over there is Highway 7,” said David. “It comes into First Street and goes past my house. My father drives over it every day when he brings food to the stores.”

“See that big red building with the flag on it!” said Jack. “That’s the high school. It’s in our neighborhood.”

“The high school is in our neighborhood,” said Jack’s mother. “But it belongs to all neighborhoods.”



“Yes,” said Mrs. Burt. “It belongs to the community.”

“We can think of all the neighborhoods as a community. Belltown is a big community,” said Jack’s mother.

“Then we all live together in a great big community,” said Paul.

“I am so glad Paul said live together,” said Jack’s mother. “A community is a place where people live together.”

“Where is our school?” asked Tom. “Let’s all find good old Northside School!”

“It is north of the high school,” said Mrs. Burt.

“Which way is north?” asked Tom.

“Let’s show Tom which way is north, David,” said Mrs. Burt. “That’s right, David. You are looking north.”

“My left hand is pointing west. My right hand is pointing east, and my back is to the south,” said David.



“Good! There goes the whistle at the canning factory!” shouted Mary, who had been very quiet. “It’s time to eat!”

“Yes,” said Mrs. Burt. “The lunch committee will get out the food. We can talk until they are ready.”

In a few minutes lunch was ready. Everyone was too hungry to do much talking until the food was almost gone.

“It was work to get food ready for all twenty-nine of us,” said Mary. “The lunch committee did a fine job.”

“Just think what a job it is to get food for everyone in our community,” said Mrs. Burt.

“I am glad I don’t have to do it alone,” said Jack’s mother, laughing.

“How do we really get all our food?” asked Paul.

“Where does it come from?” asked Tom.
“Who grows it all?”

“And who built all those houses?” asked Jack.

“The answer to all your questions is the community,” said Mrs. Burt. “We all live together in a community, and we all work together to get these things for one another.”

“Here comes the bus!” said Sandra.

“Yes,” said Mrs. Burt. “Our time is almost up. But before we go, let’s take a last look at Belltown.”

“Does anyone know why our town is called Belltown?” asked Mrs. Burt. “No one? Find the big old house west of the high school.”

“I see it!” said Paul. “The old Bell House.”



“That is the oldest house in our community,” said Mrs. Burt. “A family named Bell built it long ago. They were the first family to live here. Mr. Bell had a large farm where our town is. As time went on, other people came and bought some of his land. Much of Mr. Bell’s land was forest. So he cut trees and sold lumber to the people for their houses. That is how our community began and how it got its name.”

“No one lives in the Bell House now,” said Jack’s mother. “But the town has kept it just the way it was when the Bells lived in it.”

Mary said, “I’d like to see the Bell House. Do you think we could all go there?”

“We’ll see,” said Mrs. Burt, and she smiled.

Discussion

1. How did your town get its name?
2. Write the names of some of the families in your neighborhood.
3. What important highways go through your town?
4. If you walked all the way around your town, what would you find outside your town on the north? On the east? On the south? On the west?
5. What important place or thing is there in your neighborhood?
6. Make a list of the places and buildings that belong to your community.
7. If your class makes a list of the reasons why their families live in your town, what reasons would you put in the list?

Activity

Draw a picture map of your town and show your house, school, and other important places.



Houses! Houses! Houses!

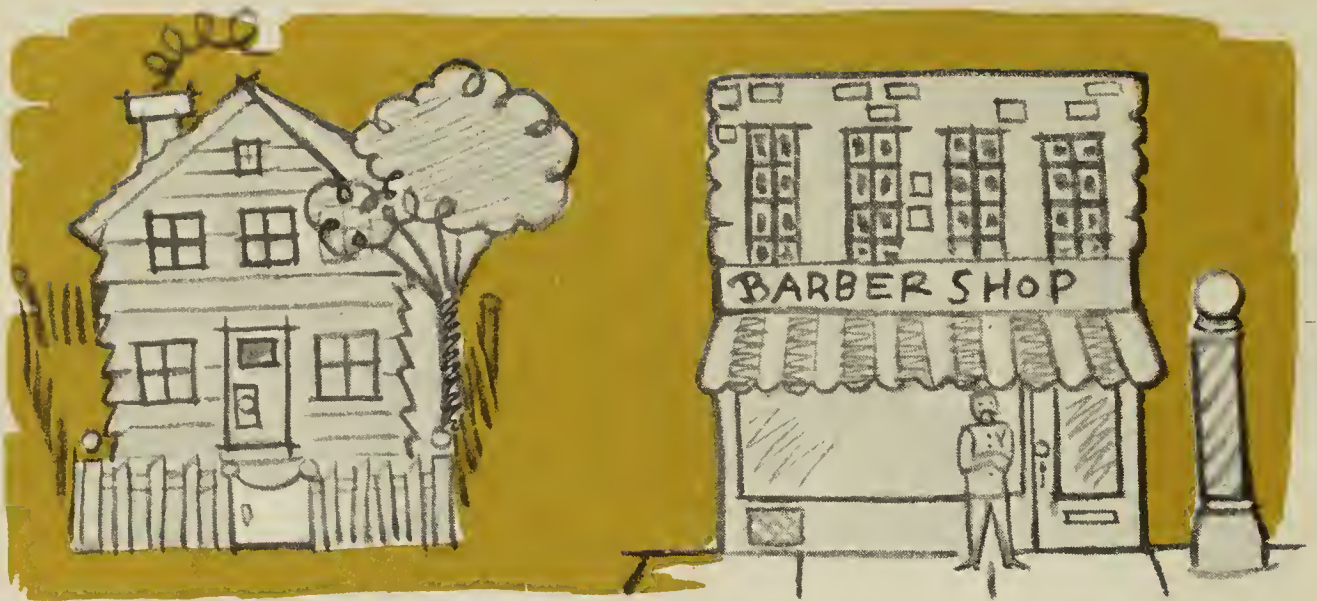
“Mrs. Burt,” said Jack, “last night I dreamed I was on Round Hill with houses all around me.”

“Well, Jack,” said Mrs. Burt. “Since you have been looking at houses and dreaming about houses, let’s talk about houses.”

“On my way to school this morning I saw three different kinds of houses,” said Mary.

“Tell us about them,” said Mrs. Burt.

“Well,” said Mary, “First there is my house. It is an old house in a big yard. Then I stopped for Sandra. She lives in a new house, but it doesn’t have much yard.”



“My house is the third kind,” said David. “We live on the second floor above a shop.”

“I live in still a different kind of house,” said Sue. “Two families live in our house. We live in one side, and Betsy’s family lives in the other side.”

“But,” said Betsy, “it’s just like two houses under one roof.”

“The place where my aunt lives has twelve houses under one roof,” said Mary. “She lives on the fourth floor.”

“That’s a lot of stairs to climb,” said Tom.

“She doesn’t use the stairs very often,” said Mary. “She rides in the elevator to the fourth floor.”



“She can visit her neighbors without going outdoors,” said Tom.

“I think,” said David, “that Uncle John lives in a house different from all of these. He lives in a big farmhouse south of Belltown.”

“It looks as if Belltown has all the different kinds of houses there are,” said Paul.

“We forgot the trailer houses out in the trailer park,” said Tom.

“Nobody in Belltown lives in a tent,” said Jack.

“Everybody wants to live in a house of some kind,” said Paul.

“Why do people want to live in a house?” asked Mrs. Burt.

“People want a warm place to stay when it’s cold outdoors and a dry place when it’s wet,” said Betsy.

“Yes, a house is a good place when it rains,” said Mary.

Sandra said, “We were playing in Mary’s backyard Saturday when it began to rain. Her mother asked us to come inside. We were happy because we stayed warm and dry.”

“I go into our house when it is too hot outdoors,” said Tom. “Sometimes it is cooler inside.”

“Wouldn’t it be hard to take care of our clothes and the other things we own if we didn’t have houses?” asked Mary.

“A house is a place where a family can work and play together,” said Paul.

“Houses are important to all of us,” said Mrs. Burt. “We need to know more about them. Shall we take a trip around Belltown on Monday to see how houses are built?”

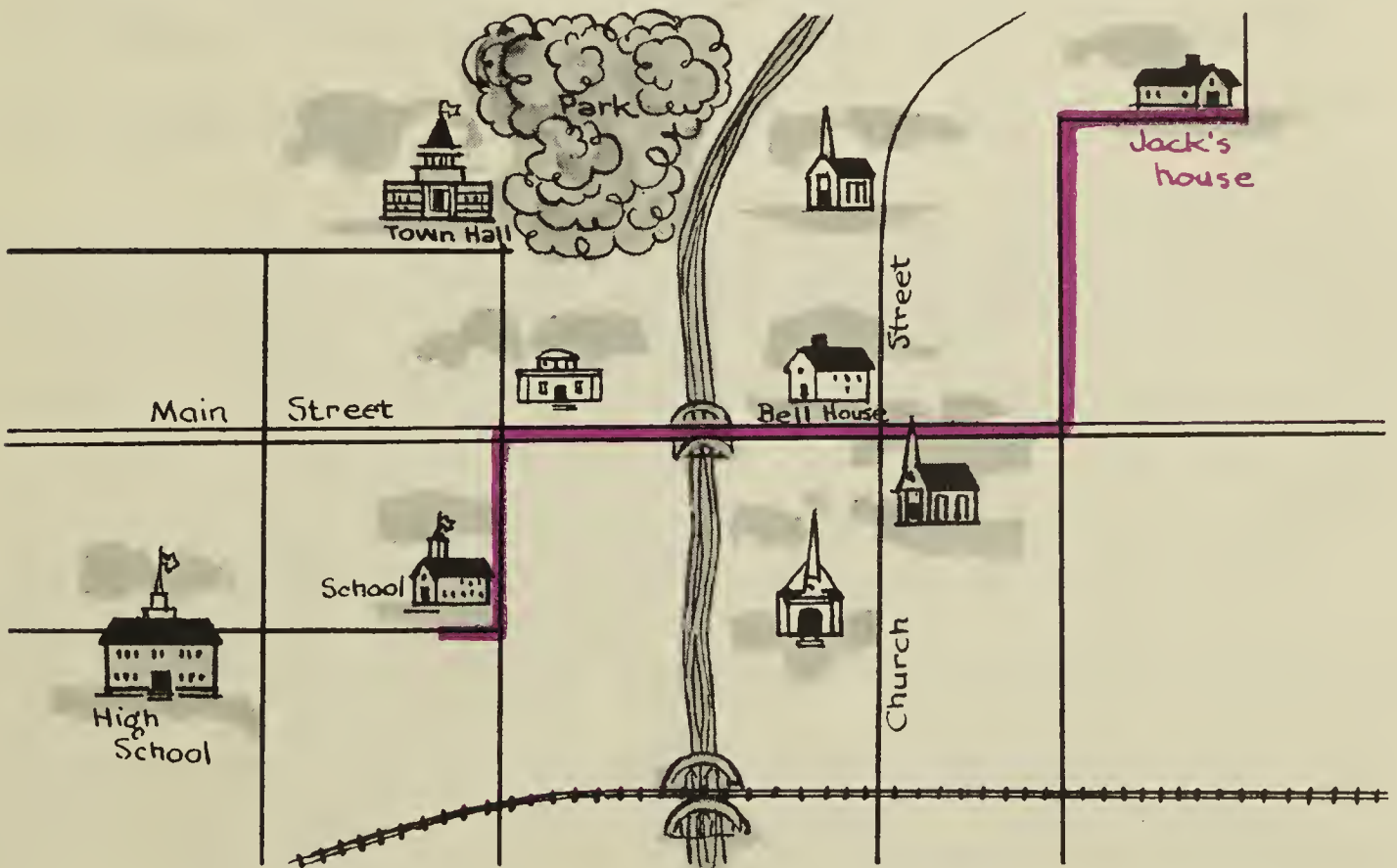
On Monday Mrs. Burt said, “Good morning, are you all ready for our house trip?”

“Yes! Yes!” said everyone.

“Before we go, let’s look at this street map of Belltown,” said Mrs. Burt. “We must draw a line on it to show Mr. Hill where to take us in the bus.”

Jack said, “Lets go past the new house Father is building for us!”

“Yes,” said Mrs. Burt. “We will go to your new house.”





“Hello, Mr. Hill,” said Mrs. Burt. “We’re all ready.”

“Let’s go,” said Mr. Hill. “Is everyone seated?”

“Here’s our first stop,” said Mrs. Burt. “We’ll not get out here. Just look. This is the first step in building a house.”

“It won’t take that strong shovel long to dig that basement,” said David. “It takes a big bite.”

“Maybe it’s hungry,” said Mary.

The children all laughed, and Mr. Hill drove on. He stopped two blocks farther west where some men were working.

“Now we’ll see step two,” said Mrs. Burt. “The men are making the basement walls.”

“Yes,” said Paul, “they will pour what is being mixed into those wooden frames. When it dries and the frames are taken away, the walls will be as hard as stone.”

“Hold on,” said Mr. Hill. “Here we go to the next place.”

“Next stop,” called Mrs. Burt. “Let’s watch the carpenters work.”

“How do the carpenters know where to put all those boards?” asked Sandra. “It looks like a puzzle.”





“They have a plan,” said Mrs. Burt. “That man over there made the plan and sees that it is followed.”

“Now we’ll go on to Jack’s house,” said Mr. Hill, as he started the bus.

“Haven’t we seen a lot already,” said Mrs. Burt. “What have you liked most so far?”

“The machines and tools,” said Tom. “Those men would have a hard time building houses without the machines and tools.”



“All out for Jack’s house,” said Mr. Hill.
“Keep back out of the way.”

“Jack, your house looks finished from the outside,” said Mary.

“Not from the inside,” laughed Jack.

David asked one of the workers, “What are you putting on the wall?”

“Plaster,” answered the man. “We mix it with sand and water. It’ll be hard in a little while.”

“We are going to paint the plaster when it is dry,” said Jack. “My brother and I have our own room. We’re going to paint it green.”

“What are all those bricks outside for?” asked Paul, looking out the window.

“Mr. Read is building a fireplace outside for us,” said Jack.

“Jack,” said Tom going into the living room, “aren’t the boards in the floor too wide?”

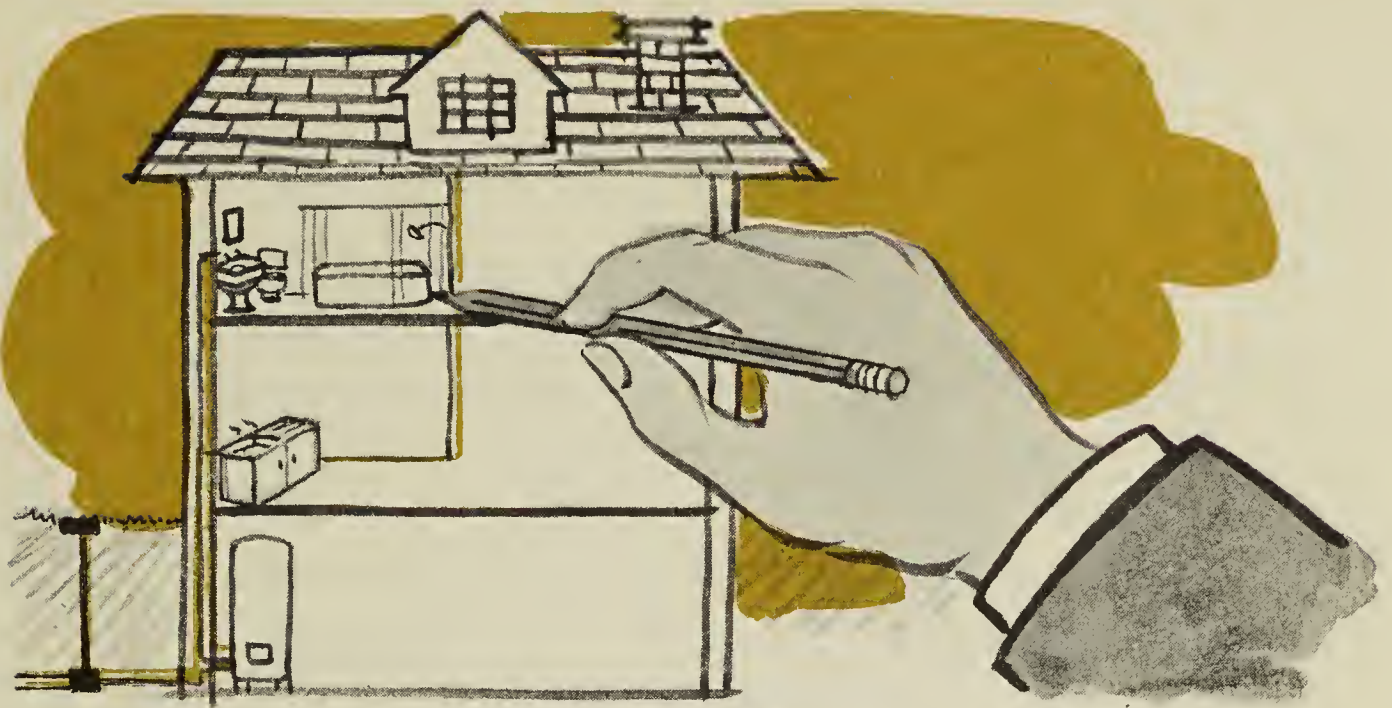
“Oh, no!” laughed Jack’s father, who had just come in. “The carpenters will put another floor over that one. They will use hard wood for it.”

“What a beautiful bathroom this is going to be!” said Mrs. Burt. “I like the floor and walls.”

“Yes,” said the man who was finishing the wall. “This is smooth and it is very easy to keep clean.”

“Oh, look at David’s hands!” said Betsy. “He’d better wash them.”

“It’s only dust,” said David as he tried to turn on the water in the washbowl. “What! No water!”



“Not yet,” said Jack’s father. “The water is not in the house yet. Watch while I draw a picture to show how water gets into our house.”

“It’s time to go back to Northside School,” said Mrs. Burt. “Let’s talk about what we have seen on the way back.”

Paul said, “Building houses is a big job. It takes many people.”

“No one could get everything that is needed to build houses like these all by himself,” said Tom.

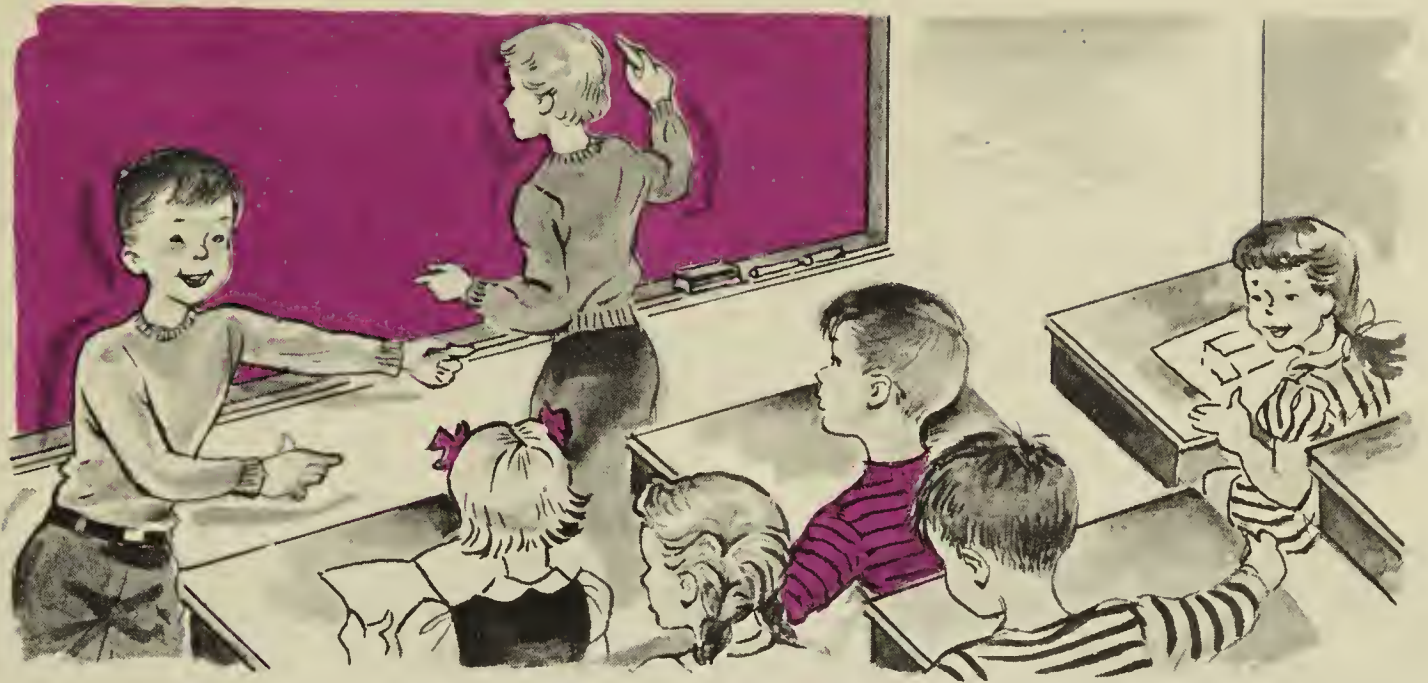
“Building houses is one way that a community works together,” said Mrs. Burt.

Discussion

1. Make a list of the different kinds of houses in your community.
2. Why do many people in big cities live in large apartment buildings?
3. Be ready to tell how you would live if you did not have a house.
4. Make a list of the reasons why people live in houses.
5. Do any animals live in houses of their own? Tell about one of these animals.
6. Are there any new houses being built in your community? Make a list of the kind of workers who help build them.
7. Make a list of your neighbors who help build houses or help get the lumber and other things to build them.

Activity

Draw six pictures to tell the story of a piece of wood from a tree in the forest to a board in a house.



Planning a House

“When do we take our trip to the Bell House, Mrs. Burt?” asked Sandra, when school began the next morning.

“Not until we have learned a lot more about houses,” said Mrs. Burt. “We will work in committees. I have put on the chalkboard a list of committees. Each person can choose the committee he wants to be on. I’ll help you get started.”

“Each committee will be a little community and work together,” said Paul.

“My committee has finished its work,” said Mary. “We have made a big poster of pictures of all kinds of houses. We have also written some stories about the kinds of houses shown in these pictures.”

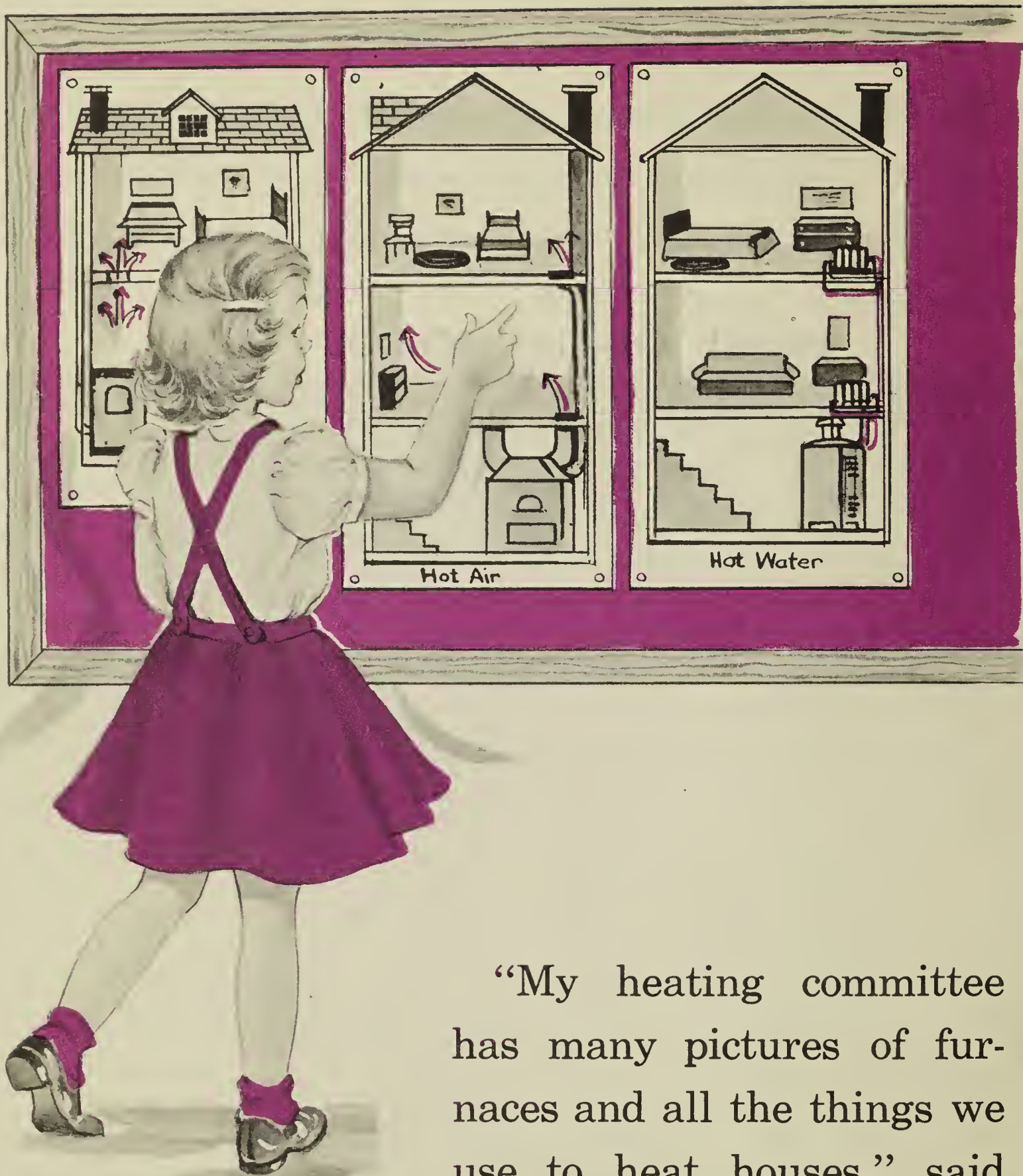


“My committee has made a collection of many kinds of materials used in houses,” said Jack. “They are on this table.”

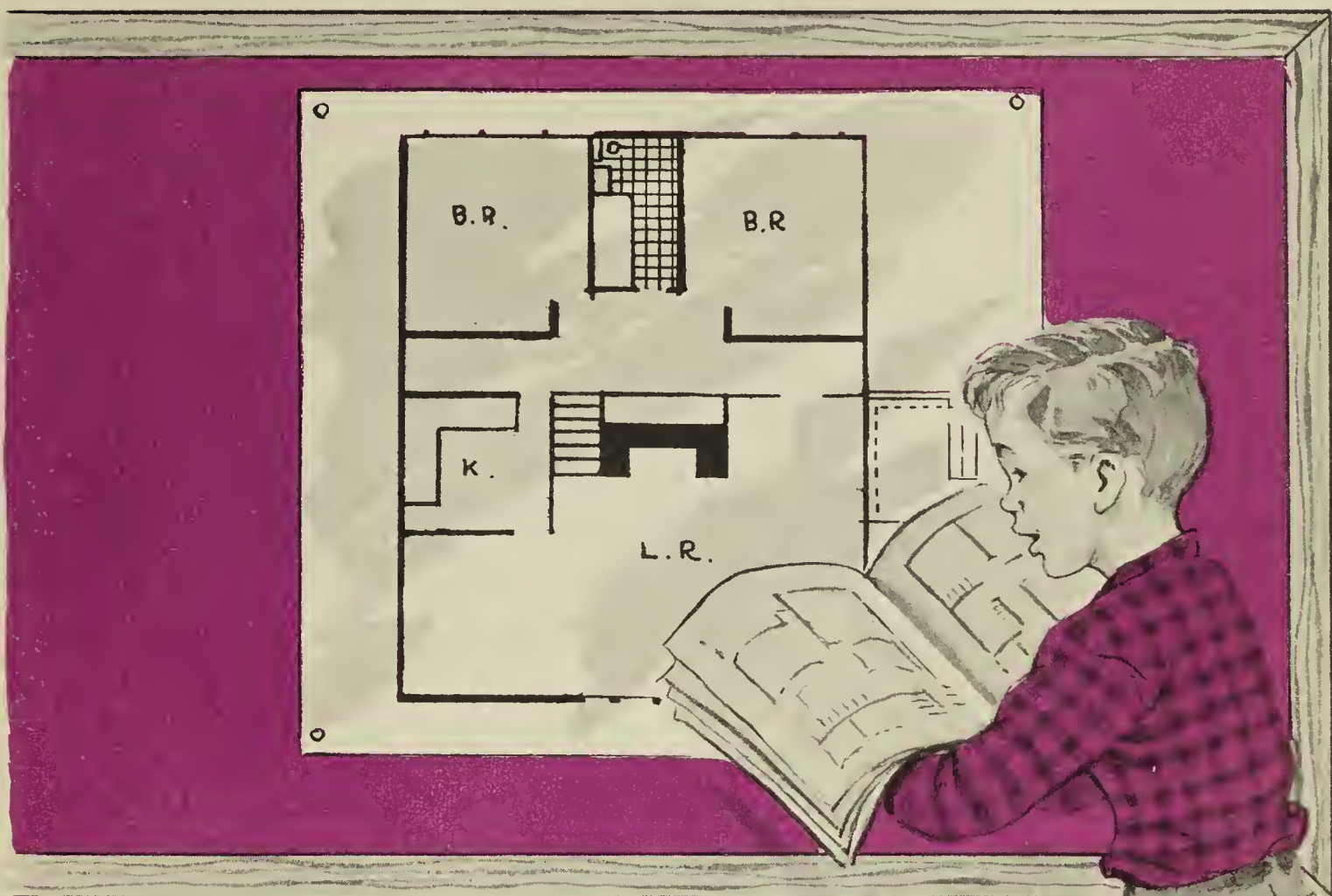
“We wrote stories about how we got these materials,” said David.

PRINCE CHARLES SCHOOL





“My heating committee has many pictures of furnaces and all the things we use to heat houses,” said Sandra. “We have put some of them on this poster.”



“We have put a lot of plans of houses in this book,” said Paul. “And we have made a big drawing of the plan of Jack’s new house.”

Discussion

1. Name as many tools as you can that are used in building houses and tell how they are used.
2. Be ready to tell how your house is heated. Draw a picture to show where the furnace and pipes are.
3. What building materials can you name?
4. Make a list of your neighbors and for each neighbor write the kind of house he lives in — brick, wood, and so on.
5. Draw a plan of each floor of your house. Show where the doors and windows are.
6. Be ready to tell about the kind of house you like best.

Activity

Using small boxes, see how many different kinds of model houses you can build.



The Old Bell House

“Well, here we are,” said Mary, as the class came around the corner. “Here’s the old Bell House.”

“What a big chimney that is!” said Tom.

“Each room in the house has a fireplace that goes into that chimney,” said Mrs. Burt.

“What a job the Bell boys must have had carrying coal and wood for all those fireplaces!” said Bill.

“I’m glad we have a machine that puts coal into our furnace,” said Paul.

“What little windows the house has!” said Jack. “The windows in our new houses are large and have big pieces of glass. I read in a book that windows in old houses were small because people then did not know how to make glass as we do. They could make only small pieces of glass.”

“They had a nice yard,” said Mary. “That’s one way old houses were as good as new ones.”

“People have always wanted beautiful houses,” said Mrs. Burt.

“I like the red bricks that they used around the bottom,” said Tom.

“Many years of sun and wind and rain have given the bricks that color,” said Mrs. Burt.

“The house looks bigger and taller than any new houses that we are building in this community now,” said Bill.

“We have learned how to make our houses smaller but more comfortable and easier to take care of,” said Mrs. Burt.



“Let’s go inside,” said Jack.

“This is a big living room!” said Mary.

“And it is so high!”

“It’s big enough for a ball game,” said Paul.

“I don’t see how that fireplace could heat this big room,” said Jack. “I suppose everyone had to sit close to it on a cold day.”

“People wore heavier clothes in those days than they do now,” said Mrs. Burt.

“The little windows let in less light in daytime, and the candles and lamps gave less light at night,” said Sandra. “I’m glad I’m living now.”

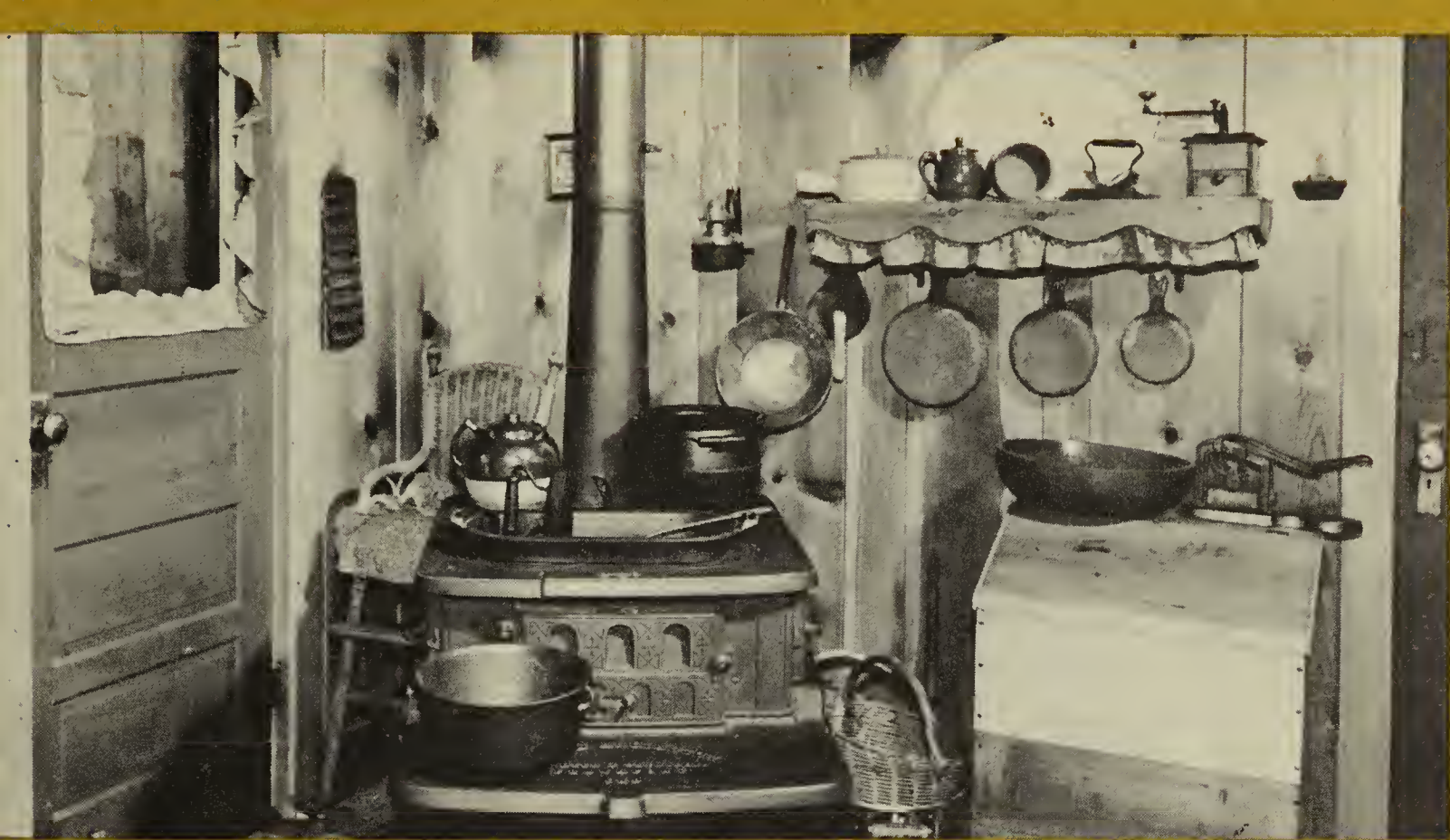
“The girls had lots of work, too,” said Betsy. “They had to clean and fix all those candles and lamps.”

“We have much more time to play and read today,” said Paul. “Those people would not have had much time to listen to the radio or watch television if they had had them.”

“They had their fun, too,” said Mrs. Burt, “and much of it was at home. They had fun working together.”

“The house was a kind of workshop,” said David. “They made their own clothes, put up fruits and vegetables in jars, fixed their shoes, and did all kinds of things that our neighbors do for one another.”

“They did not have as many neighbors as we do,” said Mary. “And they were farther away.”



“This kitchen is different,” said Sandra.
“The stove is so big.”

“It had to be big because they used wood to cook with,” said Mary.

“They had to pump their water,” said Jack, as he looked at the small pump near the window.

“I counted the rooms,” said Sue. “They have the same kinds of rooms that we have.”

“There was no bathroom in the house at first,” said Bill. “It was put in later.”

“I’m glad we came to visit the Bell house,” said David, “but I like our house to live in.”

Discussion

1. Find out which house in your community is the oldest. Be ready to tell something about it.
2. In what way is this old house different from the one you live in?
3. If you can find some pictures of very old houses, bring them to school.
4. Pretend that you are a boy or girl who lived in one of these old houses. Be ready to tell the class what you would do in a day.
5. Tell how you think older houses are good.
6. What things do we do to make our homes beautiful that the people of long ago also did?

Activity

Make a list of the things you have in your house that were not in houses a hundred years ago.



Food for Everyone

“Tom, what do you have in that box?” asked Mary.

“Baby chicks,” said Tom, as he lifted the lid and put the chicks on the table.

“Aren’t they soft and little!” said Mary. “Where did you get them?”

“Father sent them for us to see,” said Tom. “I have a hundred little chicks like these at home on our farm.”

Mrs. Burt said, “I’m glad you brought the chicks, Tom, because this is the day that we begin our study of food.”

“That’s why I brought them,” said Tom. These little chicks will grow up and lay eggs for us.”

“Let’s have committees for foods just as we did for houses,” said Jack.

“That’s a good idea,” said Mrs. Burt. “Our first committee will study why we need food. Sandra, you will be on that committee. Let’s give Sandra’s committee some ideas. Why do we need food?”

Sandra said, “I’ll write the ideas on the board.”

“We couldn’t live without food,” said Paul.

“We need food to help us grow,” said Tom. “Food builds strong teeth and bones and bodies.”

“Food helps keep us healthy,” said Betsy.

“Food helps keep us happy,” said Jack. “At Thanksgiving and Christmas my uncles and aunts and cousins come to our house for dinner. We eat turkey and pies and all kinds of things. We have a lot of fun.”



"We need a committee to study the kinds of food," said David.

"All right, David," said Mrs. Burt. "And you can be on that committee."

"I want Mary on my committee," said David. "She can draw the pictures we might need for a poster."

"Let's have Mary draw on the board the different kinds of food," said Paul.

“Chicken and eggs,” said Tom, pointing to his box. The children laughed.

“Meat and fish,” said Paul.

“Fruit,” said Sandra.

“Cereals and bread,” said Tom.

“We’ll talk more about this tomorrow,” said Mrs. Burt, as the bell rang.

“Oh! I almost forgot,” said Tom. “Father said that he would be glad to have us visit our farm on Saturday.”



That Saturday the children waited in front of the school for the school bus.

“Here it comes!” cried David who saw it first.

“All ready for Tom’s farm!” called Mr. Hill, as he drove up.

“Tom’s father is going to let us look around his farm to see the food he grows,” said Betsy. “Do you know how to get there?”

“Yes, I bring Tom to school in the bus every day,” said Mr. Hill. “It’s just a short ride.”

Soon Mr. Hill pointed out Tom’s farm along the road. Then he said, “Stay in your seats until the bus stops and don’t go on the road. Remember the safety rules.”

“There’s Tom and his father and mother waiting for us,” said Mary.

“Hello, Tom! Hello, Mr. Wood! Hello, Mrs. Wood!” called the boys and girls.

“Hello!” said both Mr. and Mrs. Wood.

“Come with me, everybody!” said Tom. “Come and see my chickens first.”



“David,” said Mrs. Burt, “I’ll write down for your committee all the foods we see.”

“Thank you,” said David. “Eggs and chickens. I like both.”

“Look at the cows in that field,” said Sandra. “Milk to drink, and butter and cheese to eat.”

Tom said, “Our cows are just for milk, but our neighbor raises cattle for meat. You can see some animals we raise for meat in the next field.”

“Lambs! Sheep!” said Sandra.

“I see two pigs!” said Paul. “They’ll make lots of good meat for us to eat.”

“What’s that animal?” asked Mary.

“She’s my brother’s pet goat,” said Tom.
“Come here, Nan! Come here.”

“One of our friends buys all our goat’s milk,” said Mrs. Wood. “The doctor told him to drink it for his health.”

“Let’s take a walk through this field,” said Mr. Wood, as the children followed him.

“Why, it’s almost like walking in the woods,” said David. “There are green leaves all around us and above us, too. This corn is taller than Mr. Hill and Mrs. Burt!”

“Oh! Look! Pumpkins in the corn,” shouted Mary. “They would make good pies.”



“Who eats all the corn?” asked Paul.

“We eat some,” said Mr. Wood. “But the animals eat most of the corn during the winter.”

“Then we eat the animals,” said David.

“I have never seen such a big garden with so many vegetables,” said Paul.

“Let’s see how many we can name,” said Mrs. Burt. “Then I can put them in our list.”

“Tomatoes, cabbage, and beans, all on top of the ground,” said Sandra.

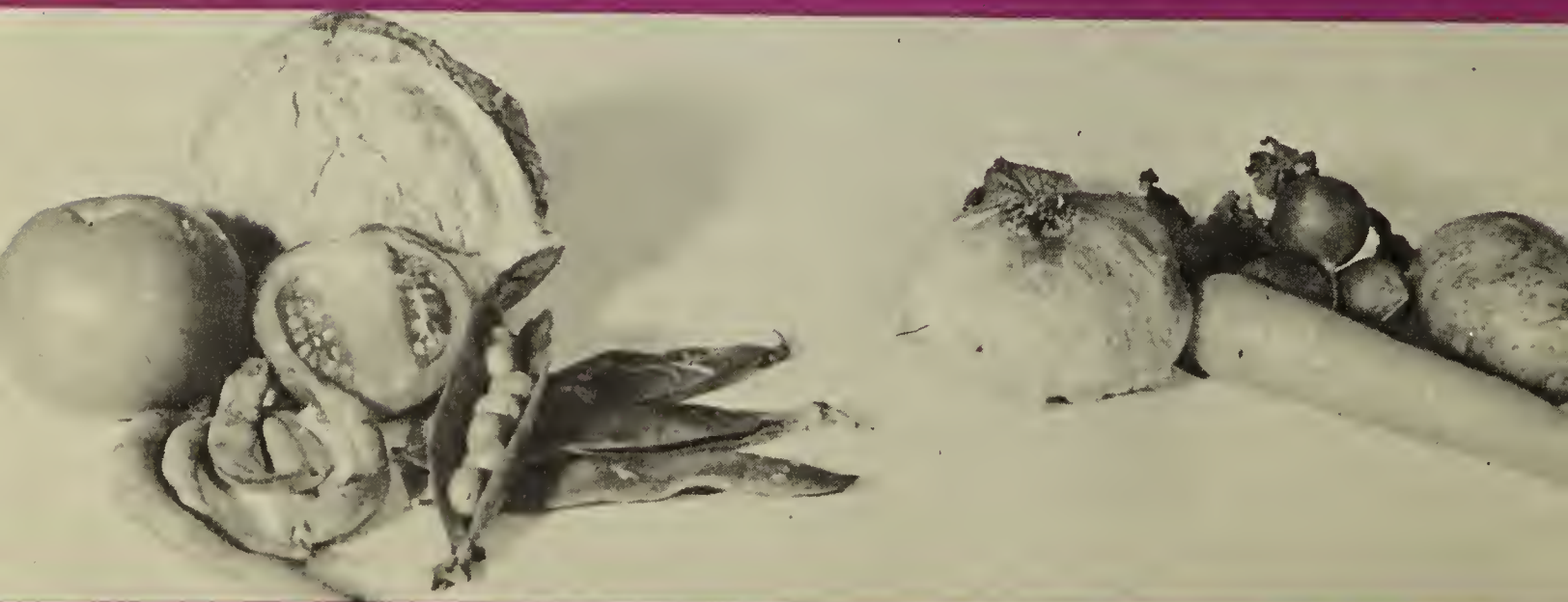
“And carrots, beets, and onions under the ground,” said David.

“A big pile of potatoes,” said Mary.

“Dad and I dug them,” said Tom.

“Let’s go to the orchard,” said Mr. Wood.

“What a lot of apples!” said Paul.





“We’ll need help picking the fruit,” said Tom. “Would you like a job?”

“What are those trees?” asked Mary, pointing to some trees with no fruit on them.

“Cherry trees and peach trees,” said Mr. Wood. “They have fruit in the summer.”

“Hurry up, everybody,” called Mrs. Wood from the house. “I have a food here that you did not see.”

“Watermelon!” shouted the children, as Mrs. Wood gave them each a piece.

“Thank you, Mrs. Wood. Thank you, Mr. Wood. Thanks, Tom, we like your farm,” said the children, as they finished the watermelon and climbed into the school bus.

Discussion

1. Why do you eat food?
2. List some of the foods that you eat to keep you healthy.
3. Name some foods that you like very much.
4. People and animals eat some of the same foods. Make a list of some of these foods.
5. Ask your mother to tell you about foods that have been used in your family for a long time.
6. Does your family grow some of the food it uses? Tell what these foods are.
7. Tell about some new foods that you have just learned to like.

Activity

Find pictures in magazines or newspapers of many different kinds of food. Put your pictures in groups to show vegetables, fruits, meat, and fish.

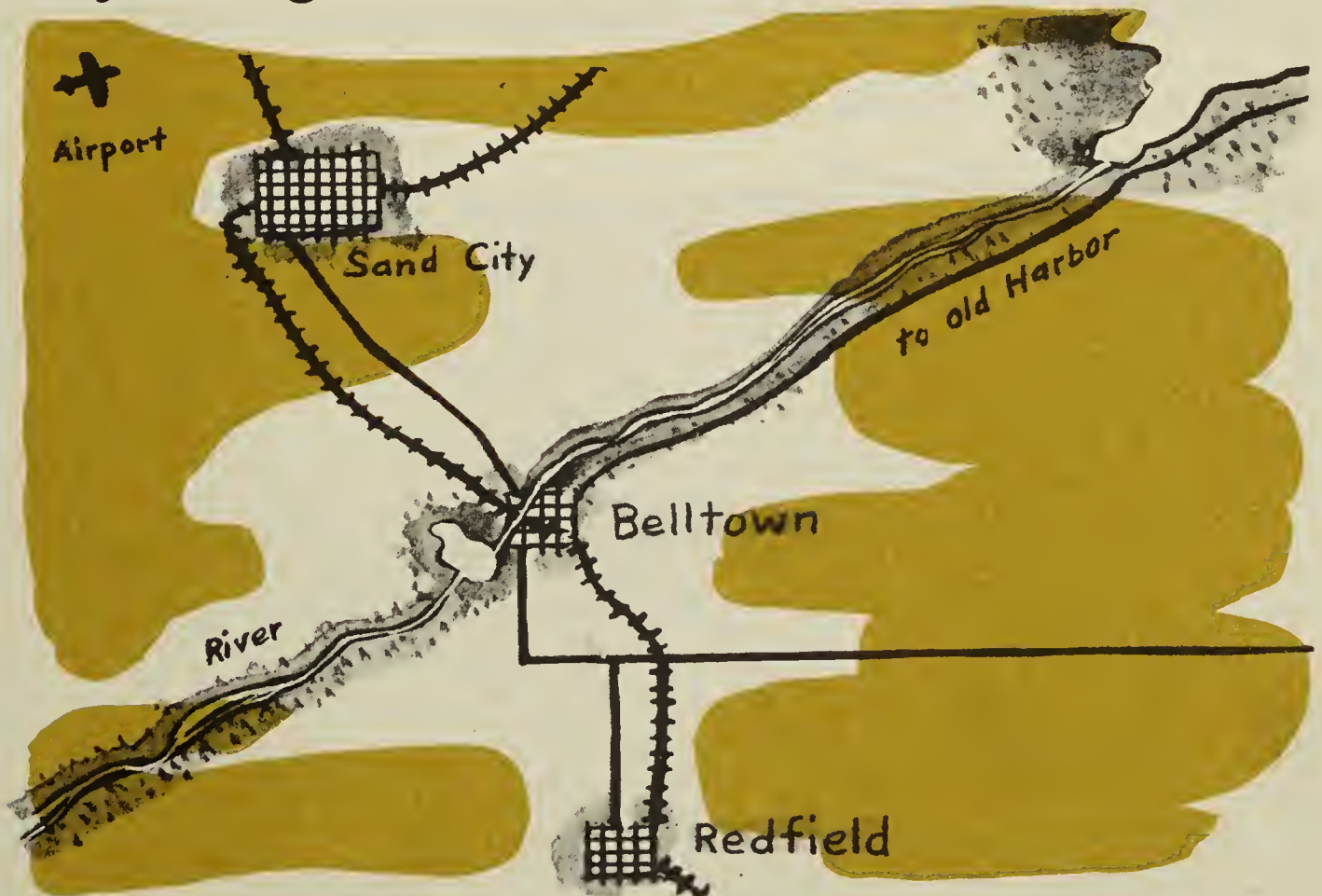
How Food Comes to Us

“It seems like a long time since we went to Tom’s farm,” said Paul on Friday.

“Just a week,” said Sandra. “And what a busy week! The committees have been working hard!”

“My committee is ready,” said Paul. “We are ready to tell how food gets to Belltown.” Betsy will tell about the map we have made.”

“We had fun making this map,” said Betsy, as she put it on the wall. “It shows all the ways we get our food.”



“What is that line with the marks across it?” asked Sue.

“That’s the railroad,” said Betsy. “Trains bring a lot of our food. Trucks carry food from the train to the stores.”

“My father drives a big truck that brings fruits like bananas and oranges from the railroad in Sand City,” said David. “He brings them to a storehouse that sells them to the stores where we buy them.”

“The other lines are the roads,” said Betsy. “Trucks on these roads bring food to Belldown, too.”

“Father sometimes brings tomatoes from the farms near Redfield,” said David. “Tomatoes grow well there.”

“I see the airport on the map,” said Jack. “Airplanes come from far away places and bring foods that spoil quickly.”

“Then the trucks bring them from the airport to us,” said Betsy.

“The road past the airport goes to Old Harbor,” said Tom. “Boats come to Old Harbor with foods like pineapples and bananas from far away places.”

“Don’t forget the fishing boats that go out from Old Harbor,” said David. “The fishermen go out on the water and catch lots of fish in their nets. Some of the fish is carefully wrapped and sold fresh. There is a big factory there that puts the fish in cans. Some of it is frozen before it is sent to us.”

“Green beans are like that, too,” said Jack.

“How are green beans like fish?” asked Tom.

“I mean that we can get them fresh, canned, or frozen,” said Jack.



“Now,” said Paul, “Jane has a story about peaches.”

“It’s not very long,” said Jane, as she began to read. “Peaches grow on small trees in big orchards. In the spring when the trees are in blossom, the orchards are very beautiful. The farmer must take care of his peach trees so that insects will not spoil the fruit when it is ripe. The farmer has many helpers to pick the peaches and put them in baskets. He takes the peaches to the market in his trucks. Some of the peaches go in railroad cars to markets far away. He sells some of the peaches to the canning factory, where they are put into cans and then cooked. Canned peaches keep for a long time.”

“That was a good story,” said Mrs. Burt.

“My committee on different kinds of food has a guessing game for everyone,” said David. “What kind of grass gives us a cereal, meat, and candy?”

“Sounds like a riddle,” said Paul.

“I know two parts!” said Tom. “Corn is a kind of grass. And cereals like cornflakes are made of corn.”

“I know another,” said Mary. “Pigs eat corn. We get pork from pigs.”

“Corn syrup,” shouted Sandra. “We made candy at home with corn syrup.”

“Good, Sandra,” said David. “You guessed the candy.”

“We get a lot of things from corn,” said Jack. “Mother uses corn to make pudding.”

“We make a kind of bread from corn meal,” said Tom.

“That game made me think of how many ways some foods are used,” said Sandra.

“And how many people must work to get our food ready and bring it to us!” said Sue.

“It takes a lot of communities and a lot of neighbors working together to feed us,” said Mrs. Burt.

Discussion

1. Be ready to tell some of the people who help provide our food.
2. What does provide really mean?
3. Make a list of the ways food you eat is brought to you.
4. Be ready to give some reasons for using the different ways of bringing foods to your community.
5. Be ready to tell about the things that are done to keep foods from spoiling.
6. Make a list of the different kinds of stores that sell food.
7. Find out what foods you eat that the people of long ago did not have.
8. Name some fruits that come to us from far away places.

Activity

Draw a map to show how different kinds of food get to your town. Show highways, railroads, and the nearest airport.



Lunch at School

“Lunch at school today,” said Tom. “I’m hungry already.”

“Yes, and here come Betsy, Paul, and David with the food,” said Sue.

“We had fun shopping,” said Betsy. “Mother helped us.”

“We have twelve cents left over from our collection,” said Paul.

“I think we got everything,” said David. “We had our cart full when we were through.”

“Here are lettuce and carrots,” said Betsy.

“There were a lot of fresh vegetables in the store,” said Paul. “Many of them do not grow around here in the fall.”

“Here is the meat for the sandwiches,” said Betty. “David wanted to buy all kinds of canned meat and fish. But we bought this kind. The man sliced it for us.”

“Butter,” said Betsy. “It is still hard.”

“Cookies and bread,” said Paul. “David almost bought rolls that had to be baked.”

Everyone laughed as he said this.

“Here is a box of frozen peaches,” said Betsy. “At the store you can look in the freezer and see meat, vegetables, fruit — enough for a whole meal. I think I could cook a good dinner by myself. I would only have to pick the frozen foods I like.”

“Of course you could,” said Mrs. Burt. “Because we have frozen foods, we can now have many foods in the winter that taste as fresh as when they were picked in the spring

or summer. Frozen foods are already cleaned and prepared for cooking. Some, like canned foods, are even cooked.”

“Did you know,” said David, “you can make a cake or cookies by just adding water to a mixture in a package and baking?”

“You can have fresh rolls by just browning some that are already cooked,” added Betsy.

“Aren’t we lucky to have so many good things to eat,” said Tom. “We can pick many of them out of our gardens. We can put them in cans or freeze them for eating later. We can buy more in our stores. We can taste foods that come from all over the world.”

“Some stores have so many foods I don’t think I could ever taste them all,” said Paul.

“It’s time for the lunch committee to get busy,” said Mrs. Burt. “We will get milk and ice cream from the lunchroom.”

“Let’s make the sandwiches first,” said Sue. “Someone must wash the lettuce and carrots.”

In a short time everything was ready. Everyone was so hungry that soon all the food was gone.

“It’s fun to study about food that way,” said David, laughing.

“Let’s clean things up,” said Jack, as he began putting the empty milk bottles away.

“You are good cooks,” said Mrs. Burt. “You provided a good lunch.”

“It really took hundreds of people to provide that lunch,” said Mary.

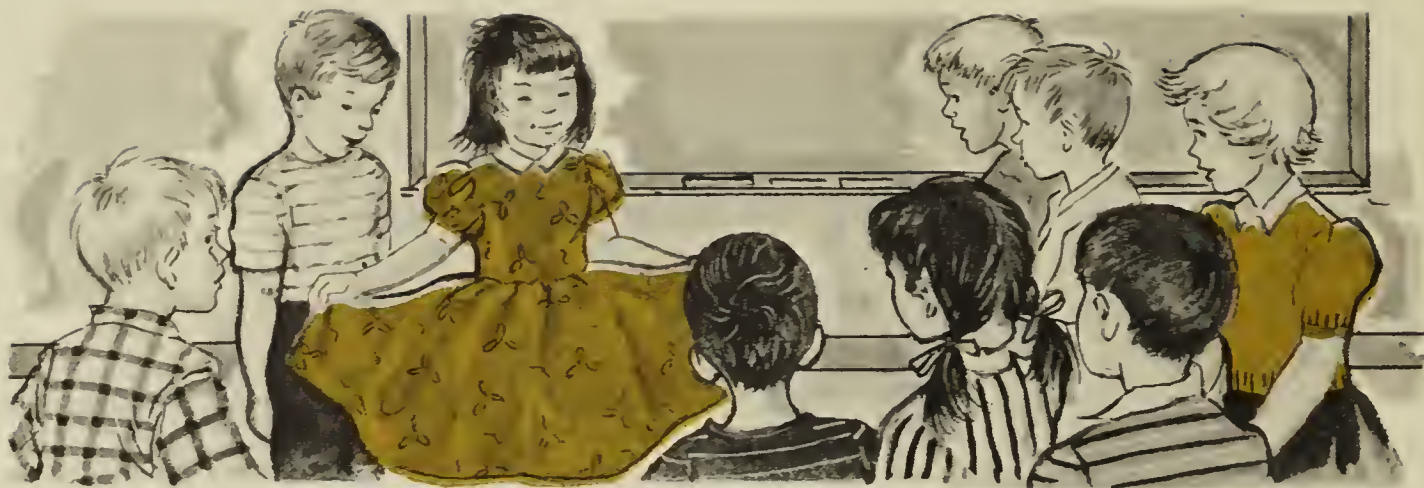


Discussion

1. How many places can you name where food is served?
2. Make a list of the people who plan meals in each of these places.
3. What foods should be part of each meal?
4. Tell what part of getting a meal you like best — planning, shopping, cooking, or cleaning up.
5. Make a list of the foods you like for each of the three meals of the day.
6. Tell what foods you eat at different meals that do not need to be cooked.
7. How are our meals easier to get ready now than they were fifty years ago?

Activity

Have a class luncheon and ask committees to plan, shop, prepare the food, serve, and clean up.



Many Kinds of Clothing

“Good morning, children,” said Mrs. Burt on Monday. “I have a big surprise for you this morning. I really have two surprises!”

“What are they?” asked the class.

“Two new members for our class,” said Mrs. Burt. “Come in, John.”

The children gathered around John and told him their names. Then Mrs. Burt said, “Come in, Jane.”

“Oh! What a pretty dress!” said the girls, as Jane came in.

“My mother made it,” said Jane. “She is a dressmaker.”

“My father has a laundry,” said John.

“You two will be a big help,” said David.

“We are just ready to study clothing. Jane can tell us how to make clothes. John can tell us how to wash them.”

“Let Jane be on the committee to tell how we get our clothes,” said Tom. “Her mother can help her with ideas.”

“And John can be on the committee on how we take care of our clothes,” said Sue.

“Those are two good ideas,” said Mrs. Burt.

“Clothes are important,” said Paul. “No one would like to be without them!”

“We need clothes these days to keep us warm,” said Sue. “I have on a wool dress.”

“We need clothes in the summer to protect us from the sun,” said Sandra.

“Mother says we should wear the kind of clothes that help make us look better,” said Jane. “She helps people pick clothes that look nice on them.”

“You children have found some of the reasons for clothing,” said Mrs. Burt.

“People wear different kinds of clothes in different parts of the world,” said Mary.

“Mother has a collection of dolls dressed the way people in other places dress,” said Jane. “I’d like to bring them to school.”

“Good! Good!” cried the children.

“That will be wonderful,” said Mrs. Burt. “Bring them tomorrow. Ask some of the girls to help you carry them, Jane.”

“I would like to take the committee to see our laundry,” said John. “I know that Father will be very pleased to have them come.”

“Let’s all be on his committee,” said David laughing.

“John has already picked his committee,” said Paul. “Your idea is good but too late.”

“Aren’t we lucky to have Jane and John come to our room?” asked Mrs. Burt.

“Yes indeed!” said the children.

The next morning Betsy said, "Let's hurry and get all these dolls put on this table before school begins."

"Look, Mrs. Burt, at these beautiful dolls!" said Mary. "The clothes are made of all kinds of material."

"Let's all find our seats now so that we can talk about the dolls," said Mrs. Burt.

"We planned to talk about materials," said Jack. "Let's each pick out a doll and tell about its clothes."



“This girl could live in Belltown,” said Mary.
“Her dress is made of cotton.”

“Most of our dresses are made of cotton,”
said Sue.

“Here is a boy from the farm,” said Tom.
“He has jeans and a big straw hat like mine.”

“My jeans are denim,” said Jack.

“Denim is made of cotton,” said Mrs. Burt.

“Look at this pretty doll!” said Sandra.
“Her skirt is made of velvet.”

“Mother says it is corduroy,” said Jane.
“Corduroy feels like velvet, but it really is
made of cotton. “Velvet is made of silk.”

“Here’s an Eskimo,” said David. “He’s
wearing fur clothes and fur boots.”

“Fur keeps him warm,” said John.

“This boy is from the north,” said Betsy.
“He has clothes made of wool.”

“Our winter coats are made of wool,” said
Paul. “Wool is a good cold weather cloth.
It’s almost as good as fur.”

“What a pretty silk dress!” said Sue, as she showed the class a doll. “Silk is made by worms.”

“Worms!” exclaimed the class.

“Yes,” said Sue. “I’m making a book for us about silk. I’ll show it to you soon.”

“What is this skirt made of?” asked Paul, as he picked up a doll. “It’s soft and smooth.”

“It is made of nylon,” said Jane. “Nylon is a new cloth like rayon. Men have learned to make thread for cloth from coal and wood.”

“How many kinds of cloth there are!” said David. “I’ll never remember them all.”

“Let’s write them on the board,” said Sue.



Discussion

1. Why do we wear clothing?
2. Make a list of the materials your clothes are made of.
3. Be ready to tell how the clothes you wear in winter are different from those you wear in summer. Be sure to tell why the materials are used.
4. Be ready to tell what kinds of cloth are most used in your community.
5. What kinds of clothing do you think people wore in our country many years ago?
6. Do people in other countries sometimes wear clothes different from ours?

Activity

On a large card, draw a picture of a boy or girl. Find a piece of cloth at home and cut it into a dress or suit for the boy or girl and fasten it on. Put the name of the material on the card.

How We Get Cloth

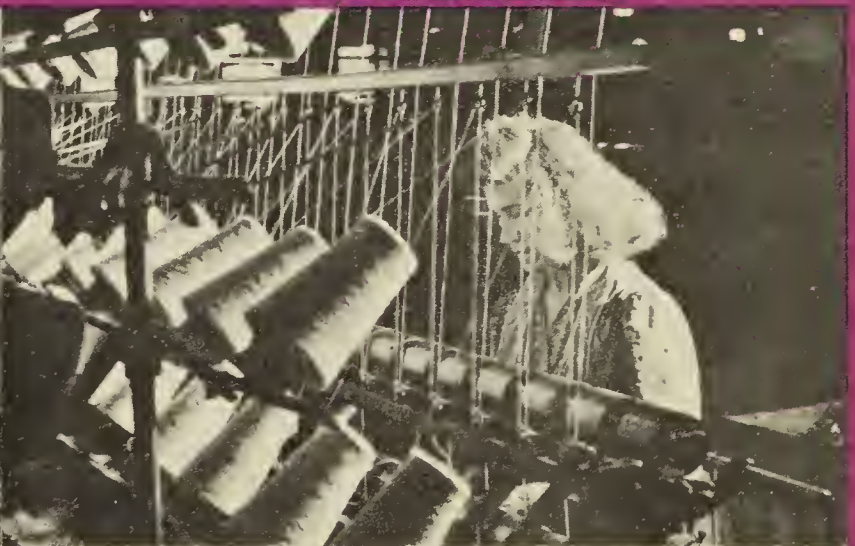
“Today we’ll look at what the committees are doing about clothing,” said Mrs. Burt.

“Let’s look at Betsy’s poster,” said Sue.

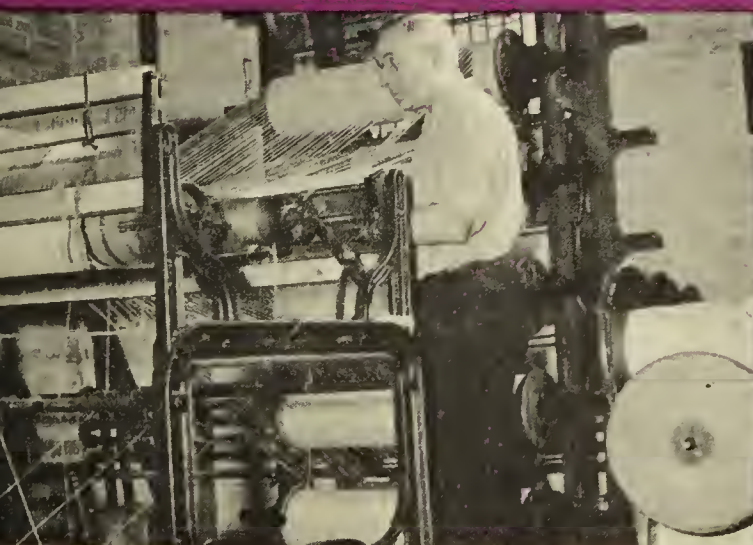
“My poster is about wool,” said Betsy.



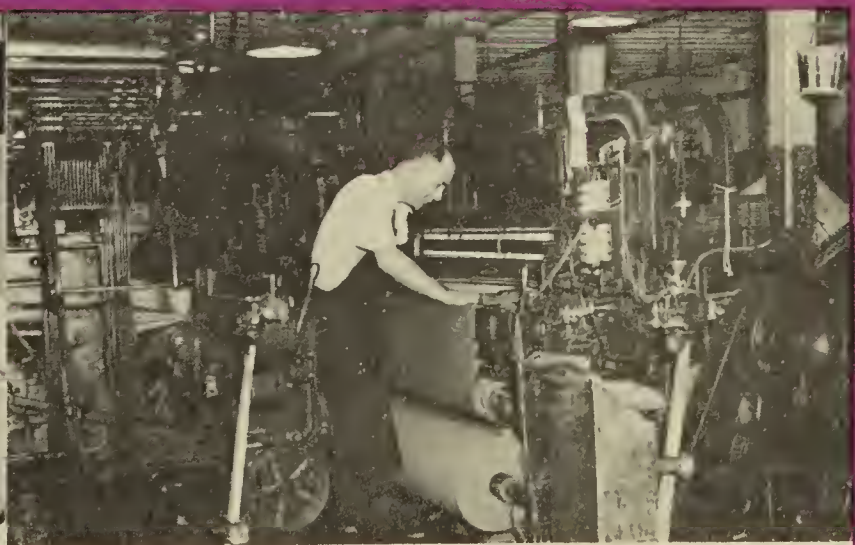
Shearing



Twisting Wool



Weaving



Checking and Rolling

“Look! Mary’s committee is making a book of pictures.”

“These pictures tell how we get cotton cloth,” said Mary. “I took the first four when I was south last summer.”



Picking Cotton



At the Cotton Gin



Spinning Cotton at Mill



Bales for the Mill

“Let’s see what Tom and Sue have,” said David.

“I am not through with my linen poster,” said Tom. “I have to read some more about linen.”

“My book about silk is almost done,” said Sue. “Here are two pictures.”

Tom’s Pictures



Flax Field in Our Country

Sue’s Pictures



Raising Silkworms



Old Way of Soaking Flax



Cocoons and Silk Moths

“What are you doing, Jack?” asked Sandra.

“I’m making a book about shoes,” said Jack.

“You can look at the pages I have finished.”

“Where did you get the pictures?” asked Sandra.

“Mr. Gates, who fixes shoes, gave them to me,” said Jack.



Sorting Hides



Cutting Leather



Sewing Shoes



Shoe Factory

“Well, Jane,” said John. “You are new like me. Do you have much done?”

“Not much,” said Jane. “We are putting pictures from the newspaper in this book to show how we get our clothes. The first picture shows how my mother works at home. The other picture shows how clothing is made in a factory.”

“Think how many people in different places must help to make our clothes and bring them to us,” said Sandra.

“I can see how important it is for people to work together for almost everything we have,” said Jack.



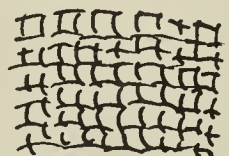
Let's Read Pictures

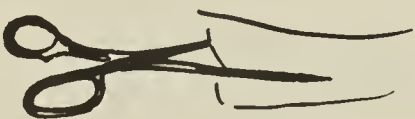
Cloth comes from , , and

men's work. First,  are made into




. This is spinning. Then they are

made into cloth. This is  The cloth

is  into



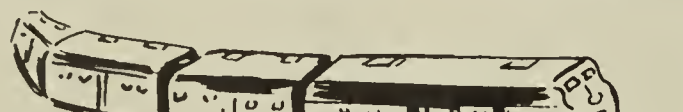
Next, it is  to make 

Leather comes from the  of



It is made into



Cloth and clothes and shoes are sent to stores
by  for people to buy.

Discussion

1. Make a list of the things you wear that come from animals.
2. Make a list of the things you wear that come from plants.
3. What kinds of cloth do not come from animals or plants?
4. Why do we not make our clothes out of paper?
6. Why do our clothes come from so many different places?
7. Make a list of the clothing you wear in winter
8. Why don't we spin thread and weave cloth at home, as people did long ago?
9. We use wool for things other than clothing. What are they?
10. For what else do we use cotton?

Activity

Make or borrow a hand loom and some yarn. Weave a small piece of cloth.

Taking Care of Clothes

“Father, here is my committee, Tom, Sandra, Sue, and Jack,” said John, as they went into the laundry. “We have come to see how clothes are washed.”

“Come on in,” said Mr. Park. “I am very proud of our laundry and am glad you have come.”

“Be sure to watch for things to tell the class when we get back,” said John.

“All the work is done with machines,” said Mr. Park. “In my old laundry in the city we did some of the work by hand.”



“That machine washes the clothes,” said John.

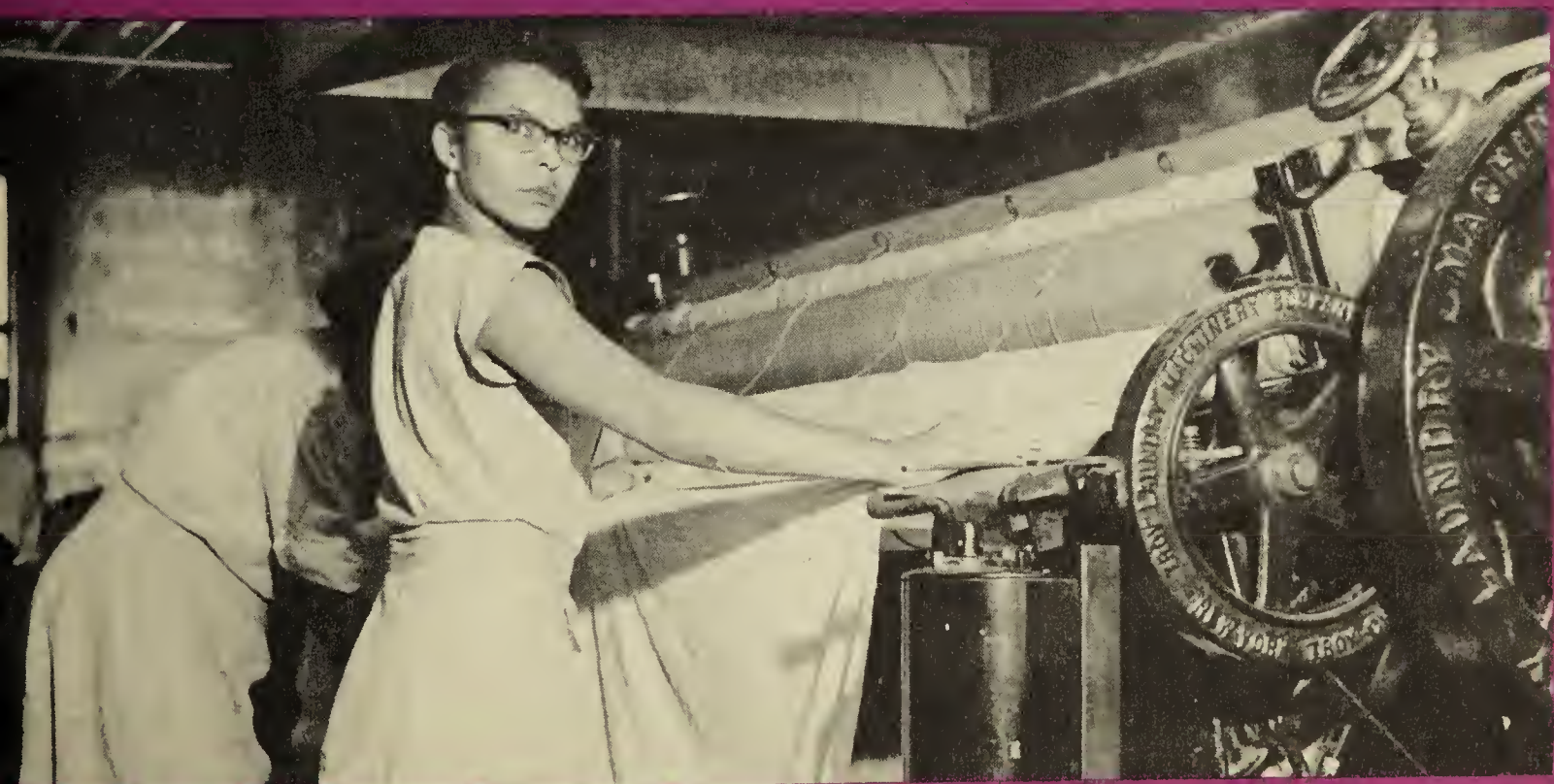
“And this one irons everything but the shirts,” said Mr. Park.

“Look how fast she is ironing this shirt!” said Sandra, as she watched a woman at work at a machine.

“We learn to work fast,” said Mr. Park. “If we didn’t work fast, we wouldn’t make any money.”

“Then we couldn’t pay for the laundry,” said John.

“That’s right,” said Mr. Park. “I borrowed the money from the bank for this laundry.”



“What is that girl doing?” asked Tom.

“She is sorting the clean and ironed clothes,” said Mr. Park. “She will wrap them neatly for the truck to take away.”

“Mother washes all our clothes in a machine at home,” said Sue.

“Tell her to try our laundry someday when she is tired,” said John, laughing.

“I’ve been thinking,” said Tom, “that getting clothes is only half of the job. The other half is taking care of them.”

“You’re right,” said Mr. Park. “Keep them clean, keep them neat, keep them mended.”

“Mother says we can’t keep our clothes neat unless we hang them up when we take them off,” said Sandra.

“Well,” said John, “we’d better hurry back to school. Our time is up. Thank you, Father, for showing us the laundry.”

“Thank you and good-by, Mr. Park,” said the others, as they left.

Discussion

1. Be ready to tell all the things your mother does when she washes your clothes.
2. What different kinds of places wash or clean clothes in your community?
3. What kinds of clothing do we wash in water?
4. How do we clean the other kinds?
5. Make a list of ways to take better care of your clothes.
6. What machines do you have in your home that help in the care of your clothes?
7. What kind of clothes are hardest to take care of?

Activity

Draw a picture of each store in your community that helps people care for their clothes. Tell what each does.



Why We Work

“Good morning, Sandra,” said Mrs. Burt.
“Why are you so happy this morning?”

“I’m happy because my brother Ted was so happy this morning,” said Sandra. “This is his birthday, and my father had a big surprise for him.”

“What was it?” asked all the children.

“Well, you see,” said Sandra, “my brother Ted has been saving money for a long time to buy a bicycle. Just yesterday he said he had only half of what he needed to buy the bicycle.”

“But what was the surprise?” asked David.

“When Ted came down to breakfast this morning,” said Sandra, “there was the bicycle Ted had wanted to buy! Father told him that he had bought half of it for him for his birthday present.”

“How did Ted get half enough money to pay for a bicycle?” asked David.

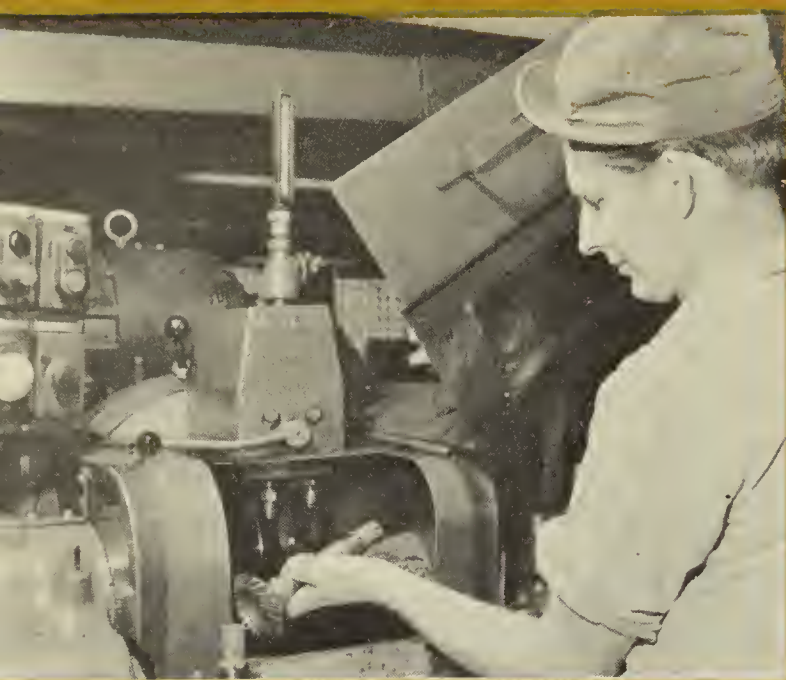
“He delivers papers,” said Sandra. “He wanted the bicycle so that he could deliver more papers and earn more money.”

“I wonder if we could earn some money as Ted does,” said David.

“Ted is older than we are,” said Sandra. “He is in high school.”

“I work on our farm,” said Tom. “I have some jobs I do every day. Father pays me each week for doing them.”

“Each one of you has jobs that you do every week,” said Mrs. Burt. “Maybe you aren’t paid in money. You do them to help your family.”



“Why do people work?” asked Betsy.

Mary said, “My father works so that we can buy food and clothes.”

“We raise most of our food,” said Tom. “But we need money for lots of other things.”

“I don’t think everybody works for money,” said Paul. “I think lots of people work to help other people.”

“That’s right,” said Jack. “My father works for money to help us buy things. Mother works all the time to help us, but she isn’t paid any money.”

“Our fathers and mothers both work for us,” said Mrs. Burt.

“I think people work because they like to work,” said Betsy. “My father tells us many stories about the things that happen in his store. He enjoys his work.”

“I enjoy my work with you children so much that it doesn’t seem like work,” said Mrs. Burt.

“I would like to fly,” said David.

“I would like to sell cars,” said Jack.

“I’d like to be a nurse,” said Sandra.

They all began to talk at once about what they would like to do.

At last Mrs. Burt said, “Let’s have Jack put on the board all the different kinds of work we can name. Let’s put the different kinds of work in groups.”

“One group could be making things,” said Jack.

“Another group could be growing things,” said Tom.

“Another group could be doing things for other people,” said Mary.

“Farmer,” said Tom. “He grows things.”

“Carpenter,” said John. “He makes things.”

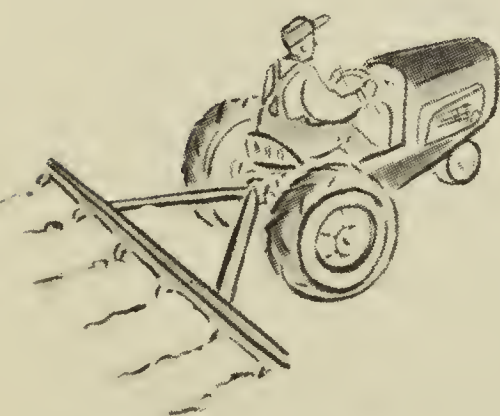
“Policeman,” said Betsy. “He does things for others.”

“Not so fast!” said Jack. “Wait until I catch up!”

In a little while Jack had something written for all three groups.

“Let’s stop here,” said Mrs. Burt. “That’s a very good list. You can work on it some more later.”

“If we would write all the kinds of work there are,” said David, “we’d have a big book.”



“I know another way to get money,” said Betsy. “Just go to the bank. There’s lots of money there.”

The children all laughed.

“You have to put money in the bank,” said Jane, “before you can get any out.”

“Yes, I know,” said Mary. “I was at the bank with Father on Saturday. The man at the bank counted the money Father gave him and wrote how much it was in a little book. Father takes good care of that book. When he wants money, he writes a check and takes it to the bank. The man at the bank gives him money for it.”

“Why do people put money in the bank?” asked Sue.

“Ted put his money in the bank so that he wouldn’t lose it,” said Sandra. “He put some money in the bank each week for his bicycle.”

“No one thought about the man at the bank when we were making the list of workers,” said Paul. “He does things for others.”

“My father got more money from the bank than he put in the bank,” said John. “That’s the way he got our laundry.”

“He borrowed the money,” said Mrs. Burt.

“When you borrow money, you pay it back later.”

“Yes,” said John. “He pays some back each month.”

“Banks help people save money for special things,” said Mary. “Some of the money that we put in the bank each week is left there for a trip next summer.”

“Our bank has a plan to help us save for Christmas,” said Jack. “We put in some money each week and just before Christmas the bank sends us a check for all of it.”



Discussion

1. What do your father and mother buy with money?
2. Be ready to tell about someone who does work for others. What does he do? Why does he do it?
3. You don't pay money to your father and mother, but they do work for you. Make a list of the things they do for you.
4. Now make a list of the things you do for them.
5. Give three big reasons why people work.
6. For what things do banks lend money to people?
7. What other things do the banks in your community do for people?

Activity

Get pictures of all the different kinds of our money you can find—such as pennies, nickels, dimes, quarters, and so on.



A Visit by the Mayor

“Boys and girls,” said Mrs. Burt. “Here is a man who does a kind of work we didn’t talk about the other day. This is Mayor Thomas.”

“Good morning, Mayor Thomas,” said the children.

“You should have been on our list of people who do things for others,” said David.

“Good morning,” said Mayor Thomas. “Mrs. Burt tells me you are going to study about our town government. She asked me to tell you about it. What do you think I do?”

“You work in the town hall,” said Jack.

“Yes,” said Mayor Thomas. “Almost all of us who work for the community have offices in the town hall.”

“How did you get your job?” asked David.

“Everybody voted for Mayor Thomas last fall,” said Betsy.

“Not quite everybody,” said Mayor Thomas. “But more than half of the people did.”

“What kind of work do you do?” asked Paul.

“He led the parade last week,” said Mary.

“Yes,” said Mayor Thomas, laughing. “That is one of my jobs. But not a very important one.”

“He talked over the radio the other day about keeping the community clean and beautiful,” said Jack.

“I can see that you children know a lot about me,” laughed Mayor Thomas. “But the work you don’t see me do is the most important.”

“Let’s have Mayor Thomas tell about some important things he does,” said Mrs. Burt.

“Well,” said Mayor Thomas, “I spend most of my time meeting with other men and women who are part of the government of Belltown. We make plans for new streets. We decide how much money the government needs. We see that we have good policemen.”

“You are like the leader of a committee,” said Paul. “The others are like the members.”

“That’s right,” said Mayor Thomas. “Government really is like a committee. The people of our community want many things done to make it a good place to live. They voted for me and the others to do these things for them.”



“We’ve been studying about earning money,” said Mary. “Who pays you for your work?”

“Your fathers and mothers help pay me,” said Mayor Thomas. “You have heard your father talk about taxes. Nearly everyone pays taxes. Taxes are money that the government collects from the people to pay for the work it does.”

“Then you get your pay from the taxes,” said Paul.

“Yes,” said Mayor Thomas, “so do the policemen and firemen. Whenever the people in Belltown want something done, they must give the government money to pay for it.”

“Just think of the things that must be paid for by taxes!” said Sandra.

“Now, I want you to come to visit me,” said Mayor Thomas. “You are invited to bring the class to the town hall tomorrow.”

“Good! Good! Thank you!” said the children.

“I will leave a big poster for you,” said Mayor Thomas. “I made it of newspaper pictures to show what taxes buy for us.”

“Thank you, Mayor Thomas,” said Mrs. Burt. “We have enjoyed having you talk to us.”



Discussion

1. Who does the work in your community that Mayor Thomas does for Belltown?
2. Make a list of the things he does.
3. What does vote mean?
4. What does the government of your community do to make your community beautiful?
5. What are taxes?
6. Why should we be just as willing to pay taxes as to pay for food, clothing, and coal?
7. Make a list of the things that are paid for by the taxes your father and mother pay.

Activity

Pretend that your class is a little community. Choose two children to run for mayor. Let everyone vote and see how the election comes out.



A Visit to the Town Hall

“Let’s walk,” said some of the children the next morning. “The town hall isn’t very far.”

“All right,” said Mrs. Burt, “but we’d better go in twos. Line up, boys and girls.”

“Here we go,” said David.

“I wonder what Mayor Thomas will show us,” said Mary.

“Good morning,” said Mayor Thomas, as he met the children at the door. “Put your hats and coats in here.”

“First we’ll visit Mr. Gates,” said Mayor Thomas. “Mr. Gates, here are the boys and girls I told you about.”

“What a lot of maps,” said Jack. “What do you do with them, Mr. Gates?”

“I see about building the streets,” said Mr. Gates. “These maps show what streets Belltown had at different times. Some of these maps are very old.”

“What are the colored lines on that map?” asked Paul.

“Those lines show where we are going to build streets as soon as we have enough money,” said Mr. Gates.



“Here is my street,” said Sandra.

“Come on, Sandra,” said Mary, “or you’ll get left behind.”

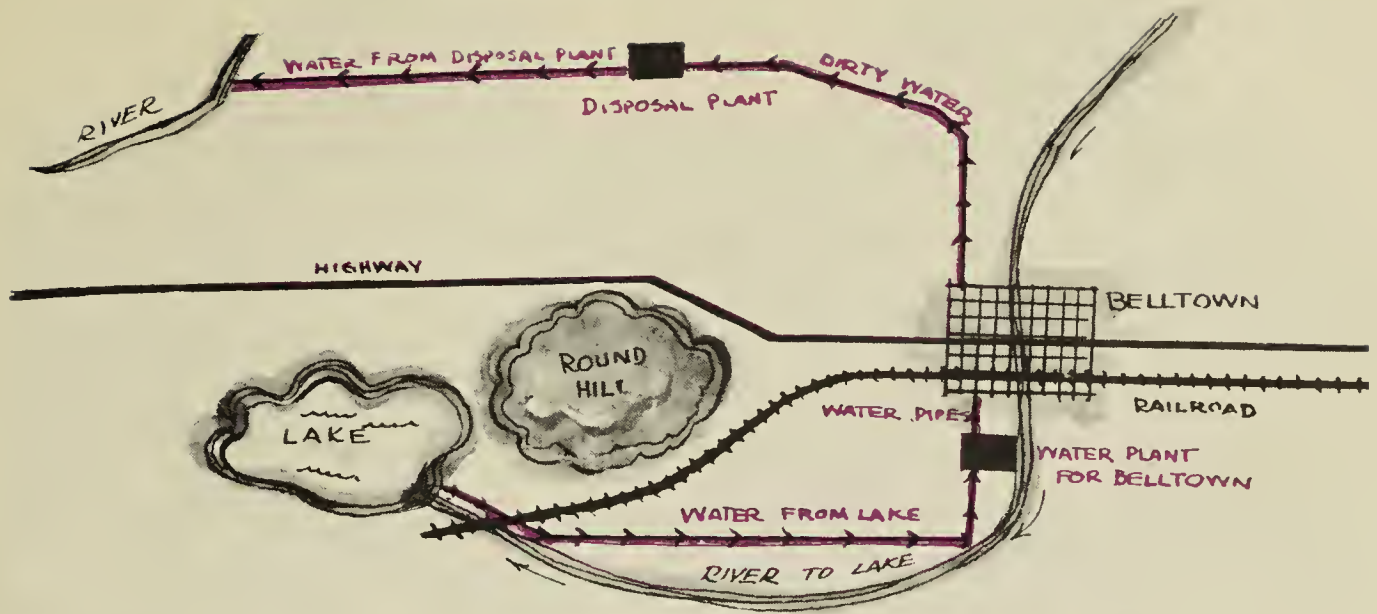
“Here is Mr. White,” said Mayor Thomas. “He takes care of getting the water that the people of Belltown use.”

“That must be a big job,” said Tom. “We must use a lot of water.”

“Yes,” said Mr. White. “The people use hundreds and hundreds of gallons of water every day. It is my job to see that the water is clean and pure, and that we have enough at all times.”

“You have a lot of maps, too, Mr. White,” said Jack. “They look like the ones Mr. Gates has.”

“They are very much like his,” said Mr. White, “because the water pipes run under the streets. Whenever Mr. Gates builds a new street, the men who work for me must put the water pipes down first.”



“Where does the water come from?” asked Tom.

“It comes from a lake near Round Hill and goes through pipes to all the houses in Belltown,” said Mr. White.

“How does it get to the lake?” asked Sue.

“The river runs into the lake,” said Mr. White. “The water is made clean and pure after it comes from the lake.”

“Here is another office full of maps,” said Sue from across the hall.

“Yes,” said Mr. Bell, who was working on one of the maps. “These maps show where the pipes are that carry away dirty water and rain water.”

“Those are the sewers,” said Betsy.

“Yes,” said Mr. Bell, “these sewers carry the dirty water to a plant where it is made clean.”

“What happens to it then?” asked Mary.

“It goes into the river about a mile below Belltown,” said Mr. Bell.

“Both sewer pipes and water pipes come into our house,” said Jack. “I saw the men put them under the ground.”

“Yes,” said Mr. Bell, “they go into all the houses in Belltown.”

“On our farm we get water from a well,” said Tom. “It is pumped from the well through pipes to the house.”

“What happens to the dirty water?” asked Jack.

“It goes into a big tank under the ground,” said Tom. “It is made clean there and then runs into the ground. The government does not help us with our water.”



“Here are two men you all know,” said Mr. Thomas, as they came to the last office.

“Hello, Chief Brown. Hello, Officer Hall,” said Bill. “Officer Hall helps us cross the street every day.”

“My officers do many things for the people in Belltown,” said Chief Brown. “They help keep the automobiles moving. They see that all the stores are locked at night, and they help anyone who is in trouble.”

“We don’t have very many policemen in Belltown,” said Mayor Thomas, “because most of the people obey the laws.”

“Good-by, Chief Brown. Good-by, Officer Hall,” said the children, as they left.

“Now on your way back to school, go past the fire station,” said Mayor Thomas. “Fire Chief West is waiting for you.”

“Good,” said the children, “let’s hurry!”

“Hello, Mr. West,” said David, as the children came to the fire station. “No fires today?”

“No,” said Mr. West. “We did get this little kitten down out of a tree. It climbed so high that it couldn’t get down. But we are all ready for a fire if one should start.”

“How the fire truck shines,” said Betsy.

“Yes, we keep it bright and shiny, ready for work all the time,” said Mr. West.

“We’d better go back to the school,” said Mrs. Burt. “We will talk about all the things we have seen when we get back.”

“There’s one thing that I didn’t get to see,” said David. “I wanted to see the truck that collects the rubbish each week.”

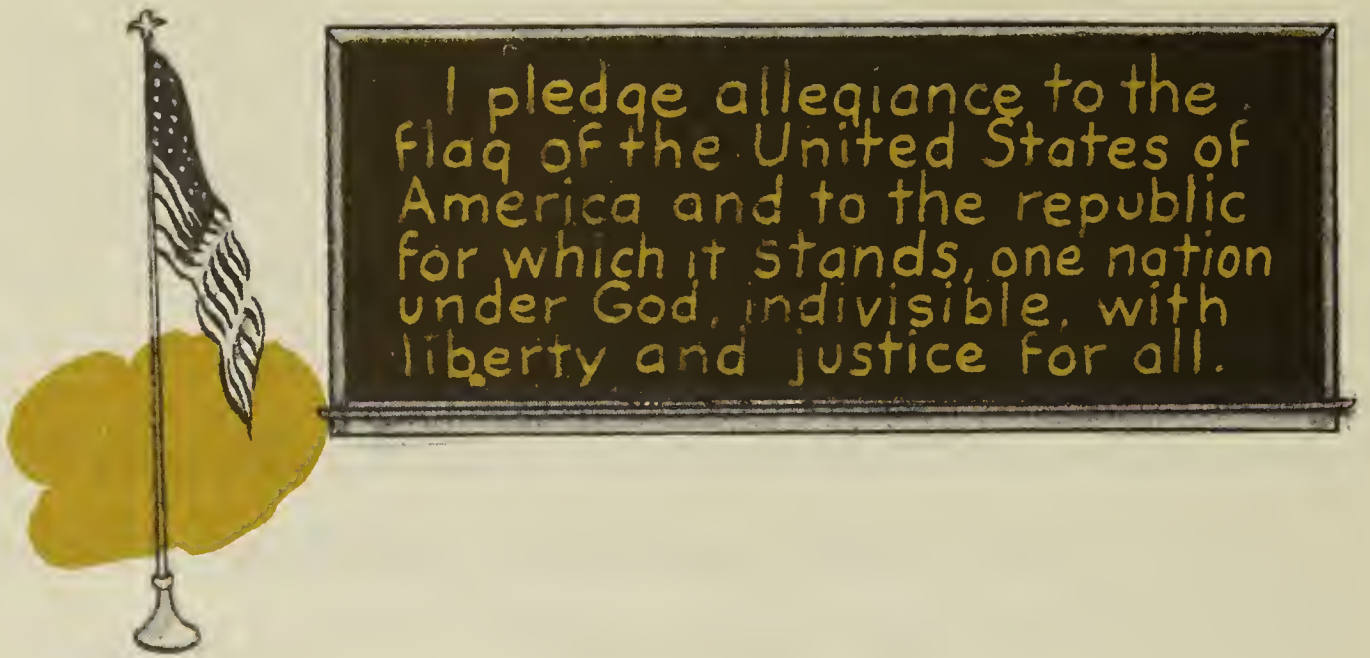
“Just wait,” laughed Jack. “You can see it when it comes to your house.”

Discussion

1. Where are the offices for the people who work for the government in your community?
2. Be ready to tell about work that you have seen men do in building or fixing in your community.
3. Where does the water in your home come from?
4. Make a list of the things for which your family uses water.
5. What work do the policemen do in your community?
6. Be ready to tell about the work firemen do in putting out a fire.
7. Why do firemen say that most of their work is caused by careless people?

Activity

Find pictures of men working for your community. Make a poster of these pictures and tell what each picture shows.



Helping Others

"Let's have Jack lead us in our pledge of allegiance to the flag this morning," said Betsy. "He has on his Cub Scout uniform."

"That's a good idea," said Mrs. Burt.

Everyone stood and said the pledge as Jack led them in saying it.

"Why do you have on your uniform, Jack?" asked Sue.

"Mrs. Burt asked me to wear it today to help us think about all the things we do to help others," replied Jack.

“A good Cub Scout does something for someone every day,” said Tom.

“I belong to the Brownies,” said Jane. “Brownies help people, too.”

“We all help others,” said Mrs. Burt. “Some of us are Cub Scouts, some are Brownies. Some of us just help people.”

“We all belong to the Junior Red Cross,” said Paul. “We made boxes for the Junior Red Cross to give to people in other countries. That’s helping others.”

“Yes,” said Mrs. Burt. “We have been helping others all year.”

“Let’s look at our scrapbook of things we have done,” said David.

“You drew most of the pictures in it, Tom,” said Paul. “So you can find the pages.”





“Look at this picture!” said Tom. “It shows what we put into the Junior Red Cross boxes.”

“What a lot of things we had the day we packed the boxes!” said Sandra.

“We had trouble getting some of the things into the boxes,” said Jack.

“I wonder who got those boxes,” said Mary. “I hope the boys and girls were happy with them.”

“Some of the boys and girls who got the boxes have no homes,” said Jane. “They need everything.”

“Here is a picture we did not draw!” said Tom. “Betsy found it in the Junior Red Cross News. It shows a little girl opening a box like ours.”

“How happy she looks!” said Betsy. “I hope we made lots of boys and girls happy, too.”

“My sister is a Red Cross nurse,” said Sandra. “She helped take care of sick people.”



“Nurses help people all the time,” said Sue.

“So do doctors,” said David.

“There are lots of clubs in Belltown that help people,” said Mary. “My father belongs to a club that buys eye glasses for boys and girls whose fathers don’t earn enough money to buy eye glasses for them.”

“Father told us that his club raised enough money to send ten children to camp last summer,” said John. “The children were not well and needed sunshine and fresh air.

“We give money to the Community Chest every year,” said Tom.

“How does the Community Chest help others?” asked John.

“The money given to the Community Chest is divided among the Red Cross, the Boy Scouts, and other groups like them,” said Mrs. Burt. “These groups use it to help people.”

“Our church helps anyone who is in trouble,” said Paul.



“You girls will like this picture,” said Tom. “It shows how you made the candy cups.”

“Oh! I remember,” said Sandra. “We made them for the soldiers in the hospital.”

“We used colored paper to make the cups,” said Betsy.

“David bought the candy with our collection of money,” said Mary.

“Here is the letter we got from the soldiers,” said Jack. “They thanked us for being so kind and helpful.”

“We had fun writing the letters that we put in with the candy,” said Sue.



“Here’s another picture!” said Jack. “It shows how we made the scrapbooks for the sick children in the Sand City Hospital.”

“Making those scrapbooks was the most fun,” said Bill.

“We always have fun when we do things to help others,” said Mary.

“Helping others gives us a good feeling,” said Mrs. Burt. “The people in a neighborhood help one another. The people in a community help one another. And communities help each other.”

“We even help people in other countries,” said Paul. “They would help us if we needed it.”

Discussion

1. How does the Junior Red Cross help people?
2. What do the Cub Scouts and Brownies do to help people?
3. Make a list of the ways that clubs in your community help people.
4. What might happen in a community that would make it need the help of other communities?
5. Be ready to act out one or two ways of helping people. Ask other children to help you if you need them.
6. What has your class done to help others?
7. What do you do to help others?
8. Why do people help others?

Activity

Pretend that your home has been lost in a storm or war. Tell what groups of people might help you.



Choosing a Church

“Do you know what, Mrs. Burt?” asked Jack. “I saw Tom at our church yesterday.”

“Is that right, Tom?” asked Mrs. Burt. “How did you happen to be at Jack’s church? I thought you went to the church out in the country.”

“I did,” said Tom, “but the people decided to close it.”

“Why?” asked Mary.

“The church needs a new roof and that costs a lot of money,” said Tom. “And the cost of heating the church was going to be more this year. The people decided to come into Belltown to church.”

“I am glad you came to our church,” said Jack.

“I wish you had come to my church,” said David. “I like you and so does my brother.”

“I’m sorry we didn’t come to your church, David,” said Tom. “But I hope you will still like me.”

“I will,” laughed David. “We don’t like people better just because they go to our church. All churches are good.”

“Why do we go to churches?” asked Betsy.

“Why do you think we go?” asked Mrs. Burt.

“My father says that the church is a place where we can learn about God and how God wants us to act,” said Paul.

“We should think about God at home and at school, too,” said Sandra.

“That is right,” said Mrs. Burt. “God helps people know the right from the wrong. He helps people when they are sad. We need a special place to think about God and to thank Him for His help.”

“Why are there so many kinds of churches?” asked David. “Couldn’t we just have one big, big church and have everybody in town go to it?”

“The Pilgrims came to America because they didn’t want to go to the same church as everyone else,” said Paul.

“Yes,” said Mrs. Burt. “People don’t all learn about God in the same way. Each person wants to learn about God in the way that means most to him. In America people choose their own church. Children almost always go to the church their mothers or fathers choose.”

“Even the President doesn’t tell us which church to go to,” said David. “He goes to the church he likes, and we go to the church we like.”

“No wonder there are so many churches in Belltown,” said Mary.

“Yes,” said Jack, “I know one street that has four churches. Grandfather says that is why it is called Church Street.”



“There are four kinds of churches on Church Street,” said Jack. “Each one has a different way to think about God.”

“And each church looks a little different than the others,” said Paul. “There is our big red brick church and a little white wood church near the Bell House.”

“And a stone church and another church,” said David.

“I go to the little white church,” said Betsy. “The people who go to our church helped build it. The men are painting the inside now. This



picture was in the paper last year. It shows how everybody worked on the outside of the church.”

“People are proud of their churches,” said Mrs. Burt. “They want them to be beautiful.”

“I go to that church, too,” said Paul. “It is a very old church. One of the windows has a beautiful picture on it. At the bottom are the words, ‘Let us remember John Bell who helped build this church.’”

“I go to the church with the bells,” said Sandra. “When our windows at home are open on Sunday morning, we can hear the bells. They sound beautiful.”

“What other things do people do to help their churches?” asked Mrs. Burt.

“The people in our church are earning money for a new window,” said Betsy. “It will have many colors.”

“Our church needs money to help people,” said Paul. “My mother and I give some money to the church each week.”

“We send money to places where they do not have any churches at all,” said Jack. “Sometimes the church helps people who are sick, too.”

“Churches do many good things for people,” said Mrs. Burt. “Churches are a very important part of our community. We should all be very proud of our churches. They make our community a better place to live.”

Discussion

1. Be ready to tell some of the things churches do.
2. Ask your mother or father to show you the oldest church in your town.
3. Make a list of the churches in your community.
4. What does your church do to help people?
5. What do the people who belong to your church do to help the church?
6. What has been done to make your church beautiful?
7. Why do churches need money?
8. Why is it important that people can go to any church they want to?

Activity

Make a map of your community. Show where the churches are by drawing small buildings in the right places.



Sending Messages

“This is the day we begin our study of messages,” said David.

“Yes,” said Mrs. Burt, “we are going to talk about communication. And in a little while you will get a pleasant surprise.”

“What?” asked the children.

“Just wait and see,” said Mrs. Burt.

“Let’s have committees again,” said Sandra.

“All right,” said Mrs. Burt. “We’ll need a committee for radio and television.”

“We don’t get messages on the radio,” said John.

“Yes we do. We learn lots of things from them,” said Paul.

“Yes,” said Mrs. Burt. “People communicate or send ideas by radio and television. You should be on that committee, Paul.”

“Most of our messages are written,” said Betsy.

“We talk a lot of messages over the telephone,” said David.

“Many messages are letters,” said Jane.

“Let’s have a committee on messages that are written,” said Mary.

“That’s a good way to put it,” said Mrs. Burt. “You can be on the written messages committee. And, David, you are on the telephone committee.”

Just then Mr. Little came to the door. “David, you are wanted on the telephone.”

“Me?” asked David. “I wonder who wants me.”

“I don’t know,” said Mr. Little, smiling.

“Thank you, Mr. Little,” said David, as he left the room.

“Isn’t it funny,” said Betsy, “that David was called to the telephone just when he was made chairman of the telephone committee?”

“Yes,” said Mrs. Burt, smiling.

Just then David hurried into the room.

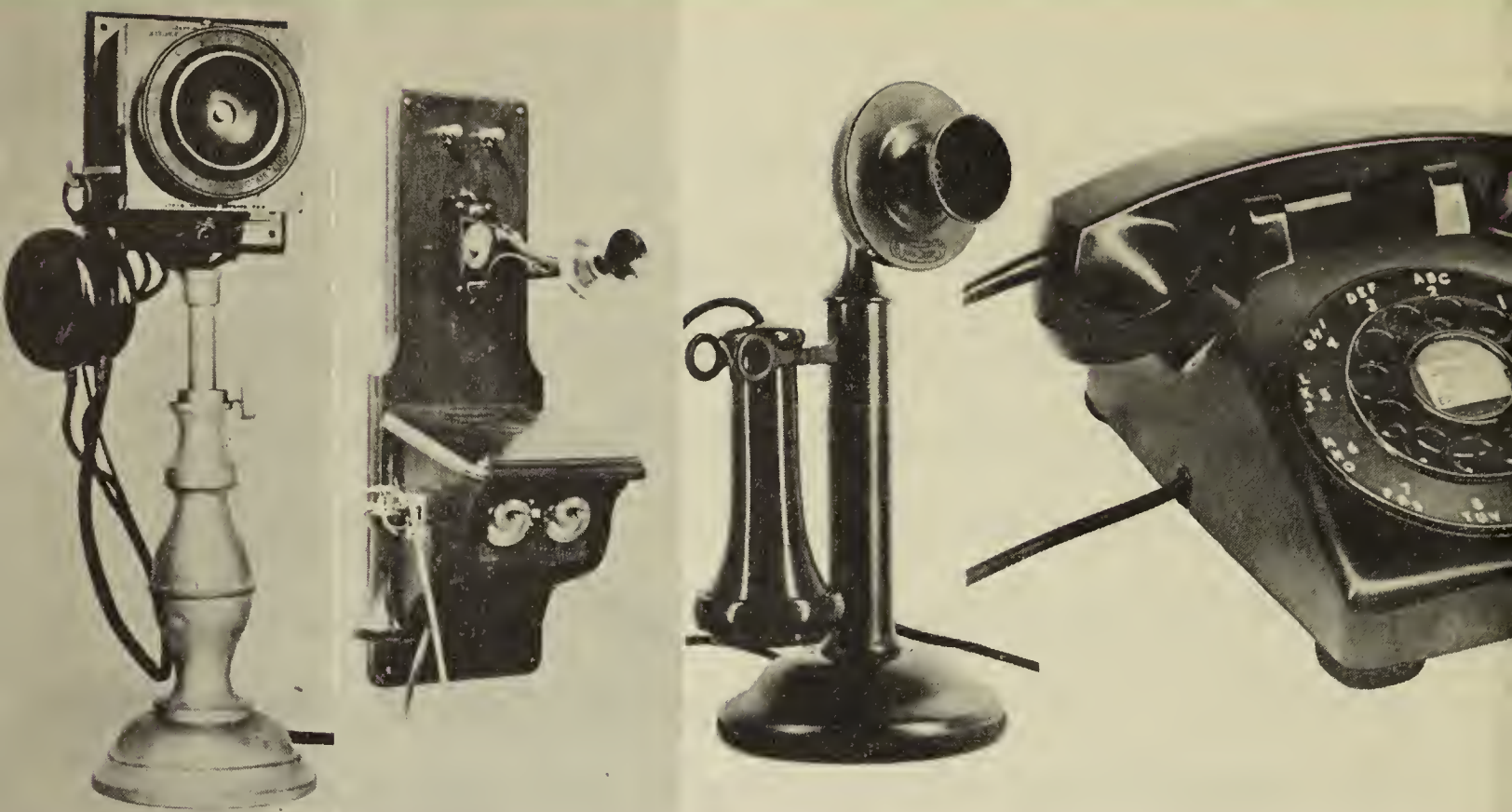
“Wait until you hear this!” he said. “That was Mr. Brown from the telephone company. He wants us all to come to the telephone building tomorrow morning.”

“May we go, may we go?” asked the children.

“Yes,” said Mrs. Burt. “Everything’s ready.”

“Oh,” said David. “That’s the surprise!”





“Good morning, Mr. Brown,” said Mrs. Burt the next morning, as the class entered the telephone building. “We are all here.”

“Good morning, Mrs. Burt, boys and girls,” said Mr. Brown. “We’ll look at the different kinds of telephones first.”

“That is a funny kind of telephone,” said Betsy, pointing to a telephone fastened to the wall.

“That is a wall telephone,” said Mr. Brown. “It’s used a lot in the country.”

“That’s the kind we have,” said Tom. “When we call a number, we have to turn that handle a few times.”

“I’ll bet your telephone rings a lot,” said Mr. Brown. “There are about twelve families that share your line.”

“We are careful never to answer it if it isn’t our ring,” said Tom. “Our ring is two short rings and one long ring.”

“Here is a telephone that collects the money before you talk,” said Mr. Brown. “We call it a pay telephone.”

“We have one in our laundry,” said John. “You have to put a dime or two nickels in it to make a call.”

“What happens if the person you call isn’t home?” asked Sue.

“Your money comes back to you when you put up the receiver,” said John.

“Here are other kinds of telephones,” said Mr. Brown.



“Now I’ll show you our big switchboard,” said Mr. Brown. “All telephone calls in Belldown go through this board.”

“How many wires and little lights!” said Sue.

“When you call anyone on your telephone,” said Mr. Brown, “the wire from your telephone is connected by the switchboard to the wire from the other telephone.”

“How does the girl know which wires to connect?” asked Paul.

“That is why we have telephone numbers,” said Mr. Brown. “The wires are numbered.”



“We had a dial telephone where we lived before,” said Jane. “We didn’t say a number.”

“There was a machine in the telephone building that connected the wires,” said Mr. Brown. “The machine works when you dial the number.”

“How do we talk to people in so many other communities?” asked Tom.

“There are wires that go from community to community,” said Mr. Brown. “In this way almost every community is connected with all other communities.”

On the way back to school the children talked about the telephone.

“The telephone helps people in many ways,” said Mary. “We can talk to friends often that we see only once in a while.”

“The telephone makes our work easier,” said Tom. “We can save many trips to the store just by using the telephone.”

“The telephone is important when we are in trouble,” said Sue. “We can call for help.”

“The telephone makes a doctor’s work easier,” said David. “He can tell people what to do until he comes.”

“People are warned about dangers like fire by telephone,” said Mary.

“You’re right, Mrs. Burt, the telephone is really a wonderful thing,” said Paul.

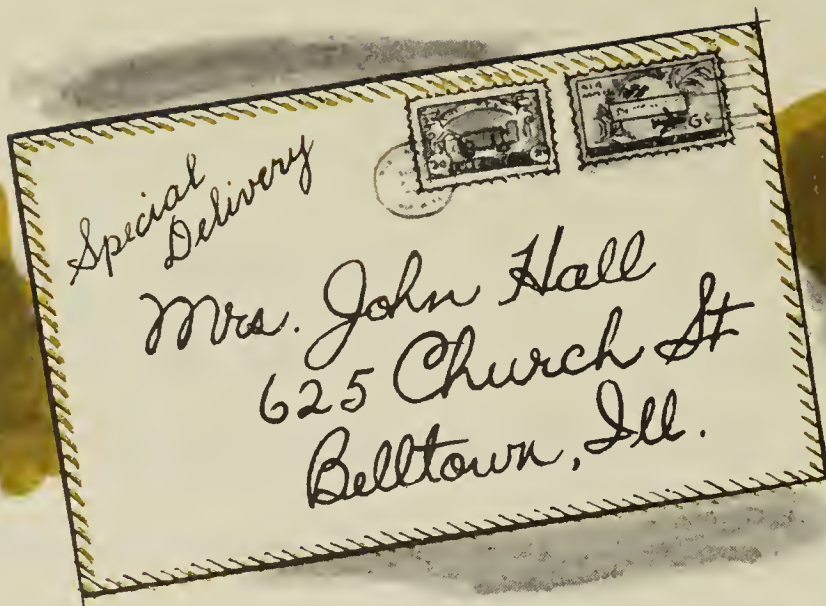
“That trip was a wonderful thing for my committee,” said David. “We really got some good ideas. And Mr. Brown gave me some pictures that we can use for posters.”

Discussion

1. Why are good manners important when you use the telephone?
2. Try to find out where the telephone company office is in your community.
3. Make a list of the important uses that we make of the telephone.
4. How are the names arranged in your telephone book? How does this make it easy for you to find the name you want?
5. Make a little book of the names and telephone numbers of the persons you talk to most often on the telephone.
6. Be ready to tell a story about how the telephone helped someone you know.

Activity

In your class act out a telephone conversation with one of your friends. Be sure to begin and end the right way.



Messages We Write

“What do you have there, Paul?” asked Tom.

“A letter,” said Paul. “Mother got it this morning. Daddy mailed it last night.”

“That was fast!” said Tom. “How did she get it so soon?”

“It came by airplane,” said Paul. “Daddy paid more to have it sent air mail. He also paid more to have it delivered right away when it came.”

“We call that special delivery,” said Mrs. Burt.

“I brought the letter for your committee, Mary,” said Paul.

“Thank you, Paul,” said Mary. “We are getting a big collection of letters.”

“Why didn’t your father use the telephone?” asked David.

“I asked Mother that question,” said Paul. “She told me that the letter did not cost as much as the telephone. He also sent her some papers with the letter.”

“He could have sent the letter for only three cents,” said Betsy.

“Yes,” said Paul. “But she would not have had it until tomorrow.”

“It would have come by train for three cents,” said John.

“The post-office workers must work fast to sort all the mail,” said Jane. “Last night I saw a truck being loaded with big bags of mail at the post office.”

“Each bag goes to a different town,” said Sue. “Some go by train, some by airplane from Sand City, and some by trucks.”

“We would have a hard time sending messages if we did not have the mail,” said Mrs. Burt.

“I have a different kind of message,” said Sandra. “It came late last night. We were all surprised when the doorbell rang.”


“You have a telegram,” said Mary. “Good! Our committee doesn’t have one yet.”

“What does it say?” asked Sue.

“It’s from my brother Bill. He says he’ll be home today,” answered Sandra. “We’re all excited!”

“Why did he send a telegram?” asked Paul.

“Mother said that it costs less than a telephone call and is quicker than a letter,” answered Sandra.

<i>Telefax</i>	WESTERN UNION	<i>Telefax</i>	
SENDING BLANK			
FNN	STRAIGHT WIRE	1-12-54	12:40
MRS. DAVID SWEET 322 MAIN STREET BELLTOWN, ILLINOIS			
WILL FLY HOME TOMORROW NOON. PLEASE MEET ME AT AIRPORT. LOVE.			
BILL			

“Sometimes telegrams are read over the telephone,” said Sue.

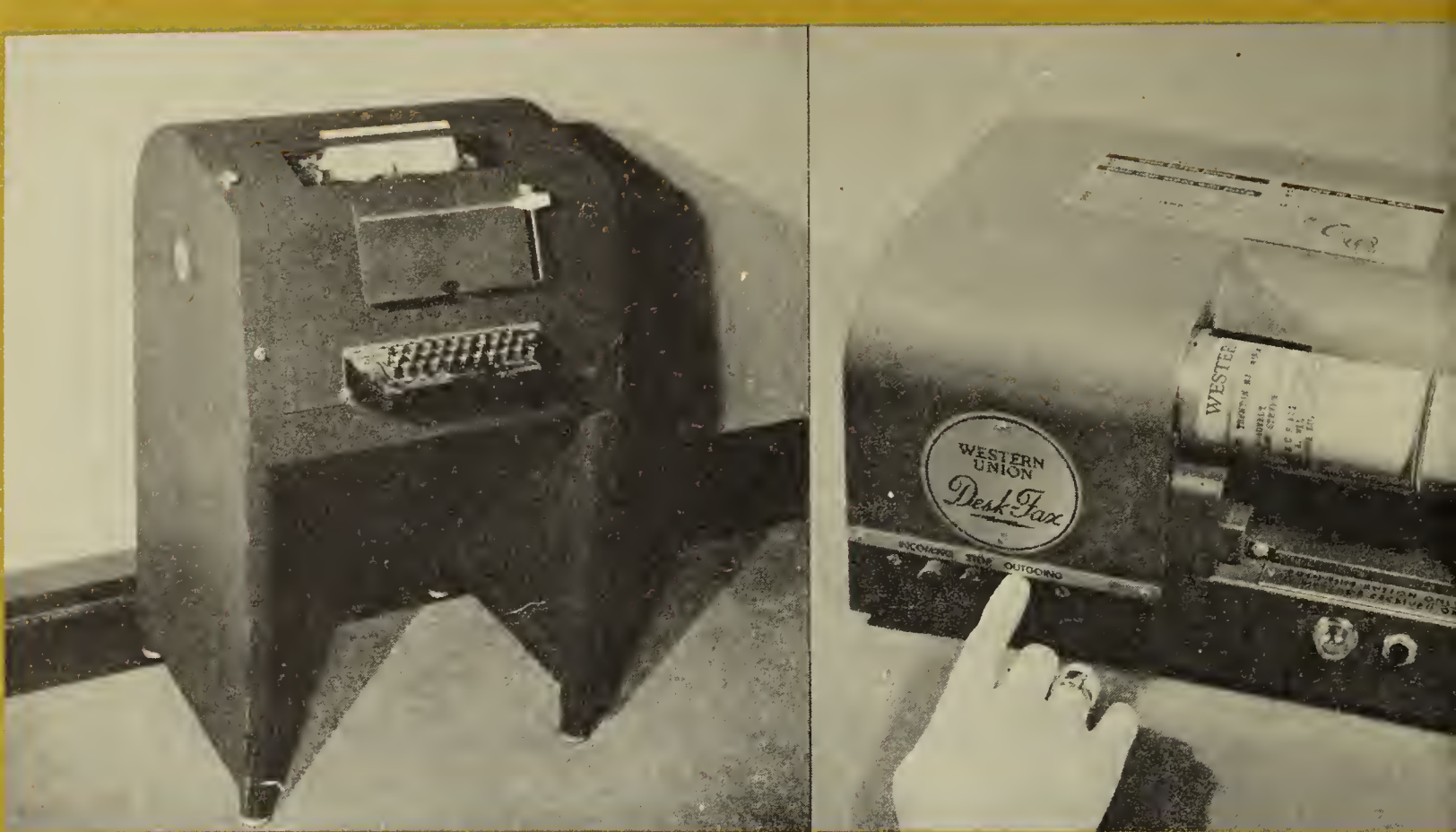
“Yes,” said Mrs. Burt. “The message comes to the telegraph office from a machine. The girl there telephones it to the person who is to get it.”

“How are the words sent?” asked Sandra.

Mrs. Burt said, “Telegraph messages used to be sent with a machine that made long and short sounds called dashes and dots. You can still hear messages sent this way in the railroad office at the station.”

“That is the telegraph code,” said John. “I am learning it. Three dots stand for ‘c’. I have the whole code here. You can use it for your telegraph poster, Mary.”

A . —	G — — .	N — .	U . . —
B — . . .	H	O . .	V . . . —
C . . .	I . .	P	W . — —
D — . .	J — . — .	Q . . — .	X . — . .
E .	L — . —	R . . .	Y
F . — .	K — —	S . . .	Z
	M — —	T —	



“I have an aunt who works in a telegraph office in Sand City,” said Jack. “She told me that she has a machine like a typewriter. She just types the message on her machine. It is connected by wires to machines in other towns.”

“How does the message get to other towns?” asked Sandra.

“It is carried by electricity to a machine in the telegraph office,” said Jack. “The machine types the message just as my aunt sent it.”

“How many ways to send messages!” said Mary.

“There is an important way of communication that we have not talked about,” said Mrs. Burt.

“I wonder what it can be,” said Paul.

Mrs. Burt looked around and said, “Some of you have it in your hands.”

“Books!” said David. “I did not think of it before, but books give me messages. It is just as if the person who wrote the book is talking to me.”

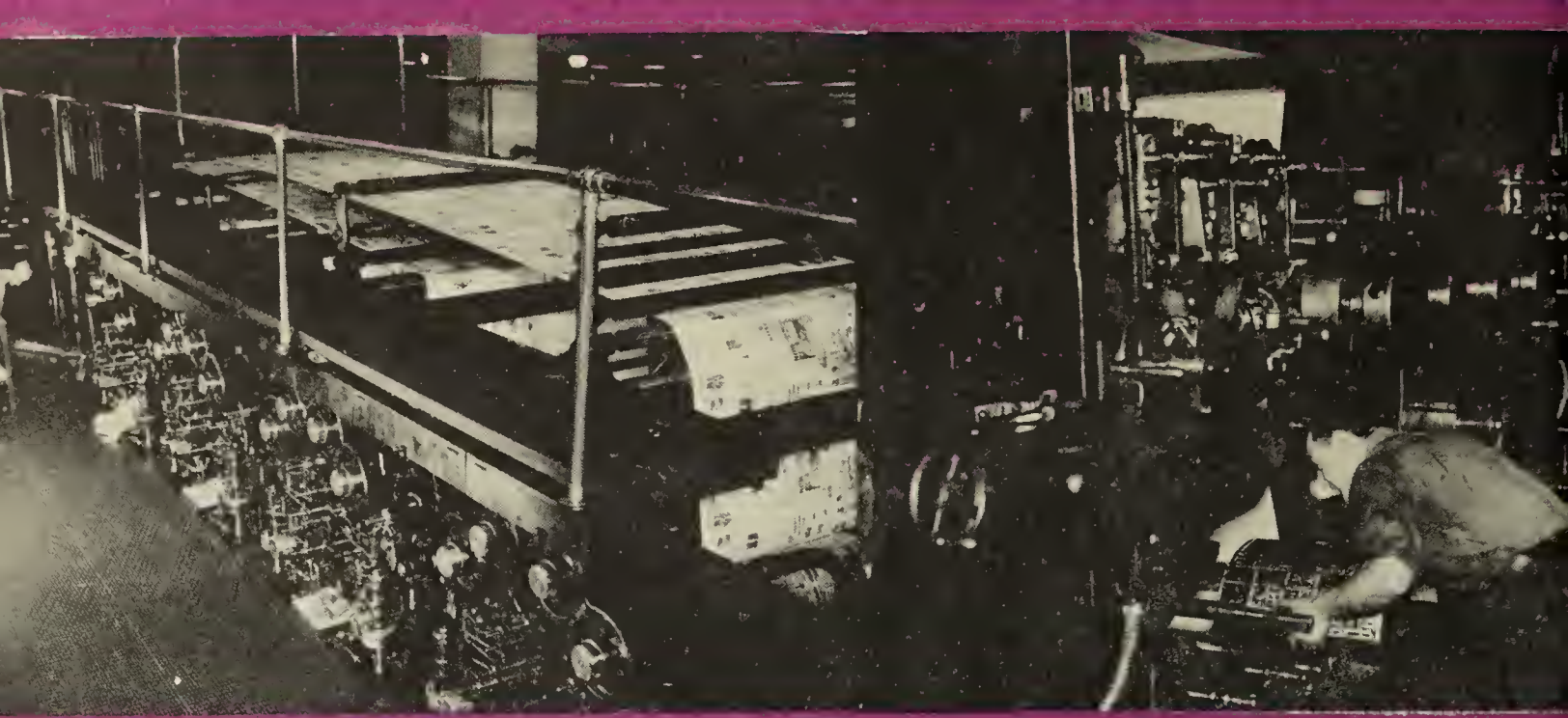
Sue said, “I find messages for me in the *Belltown Times*. Some of the messages come from all over the world.”

“You mean news,” laughed Sandra. “I guess that news is part of communication.”

Tom said, “Letters and telegrams are for special persons. There is only one copy.”

“Yes, but books and newspapers are for many people,” said Paul. “Many copies are made.”

“That’s right,” said Mrs. Burt. “It takes many workers to give us many ways of communication.”



“My uncle works at the Belltown *Times*,” said Bill. “He runs the big machine that prints the newspapers. Here is a picture of one of those machines for Mary’s committee.”

“Thank you, Bill,” said Mary. “Now we know that letters, telegrams, books, and newspapers are all part of written communication.”

“Which is most important, the telephone, the telegraph, the mails, or books and newspapers?” asked Paul.

“That is hard to say,” said Mrs. Burt. “Each way helps the other, and they all help us.”

Discussion

1. What are some of the different ways that you can send messages through the mail?
2. Do you have a friend in another town? Perhaps you can write a letter or card and mail it to your friend. Be sure to show your class what you have written.
3. When we send telegrams, we use as few words as we can. Try to write a telegram telling a friend an important message.
4. Can you think of some reasons for sending a telegram instead of a letter?

Activity

Collect as many different stamps as you can and tell what each can be used for.





Radio and Television

On Monday Sue said, "Did you hear Mr. Little talk on the school radio program Saturday? Mother listened, and she said she wants to come for Visitors' Day at Northside."

"Maybe we can use our committee work on communication for Visitors' Day," said John.

"The radio is a good way to send messages to many people at the same time," said Paul.

"Think of how many of us heard Mr. Little."

"How do messages come over the radio?" asked Tom.

"The person who gives the message has to talk into a microphone," said David.

Sue said, "But what is a microphone?"

David answered, "Father says that a microphone is like the part of the telephone that we talk into."

"But there are wires from a telephone to the switchboard and to other telephones," said Paul. "There are no wires from the microphone in the radio station to the radio at my house."

"You are right," said David. "The messages that go into the microphone are changed so that they can go through the air. Some day I'm going to learn just how."

"My radio and television committee will have to find pictures of radios for our poster," said Paul. "That will be easy."



Bill said, "I have a question. How are radio and telephone messages alike?"

"I know," said John. "You can hear the person who gives the message."

Sue said, "But if the message is over the telephone, then you can talk to the person and he can hear you. Radio is not like that."

"Now I have a question," said Paul. "How are movies and television alike?"

Mary said, "That's easy. I can see and hear what happens in movies and television."

"But something is different, too," said Bill. "A television program can be happening at the time it is given. Movies are pictures of things that have already happened."

Mrs. Burt said, "Let's name the ways we have to send messages."

So the children named letters, telegrams, radio and television programs, telephone messages, and movies. They remembered books and newspapers, too.

“Being able to send messages quickly and easily helps us in many ways,” said Mrs. Burt.

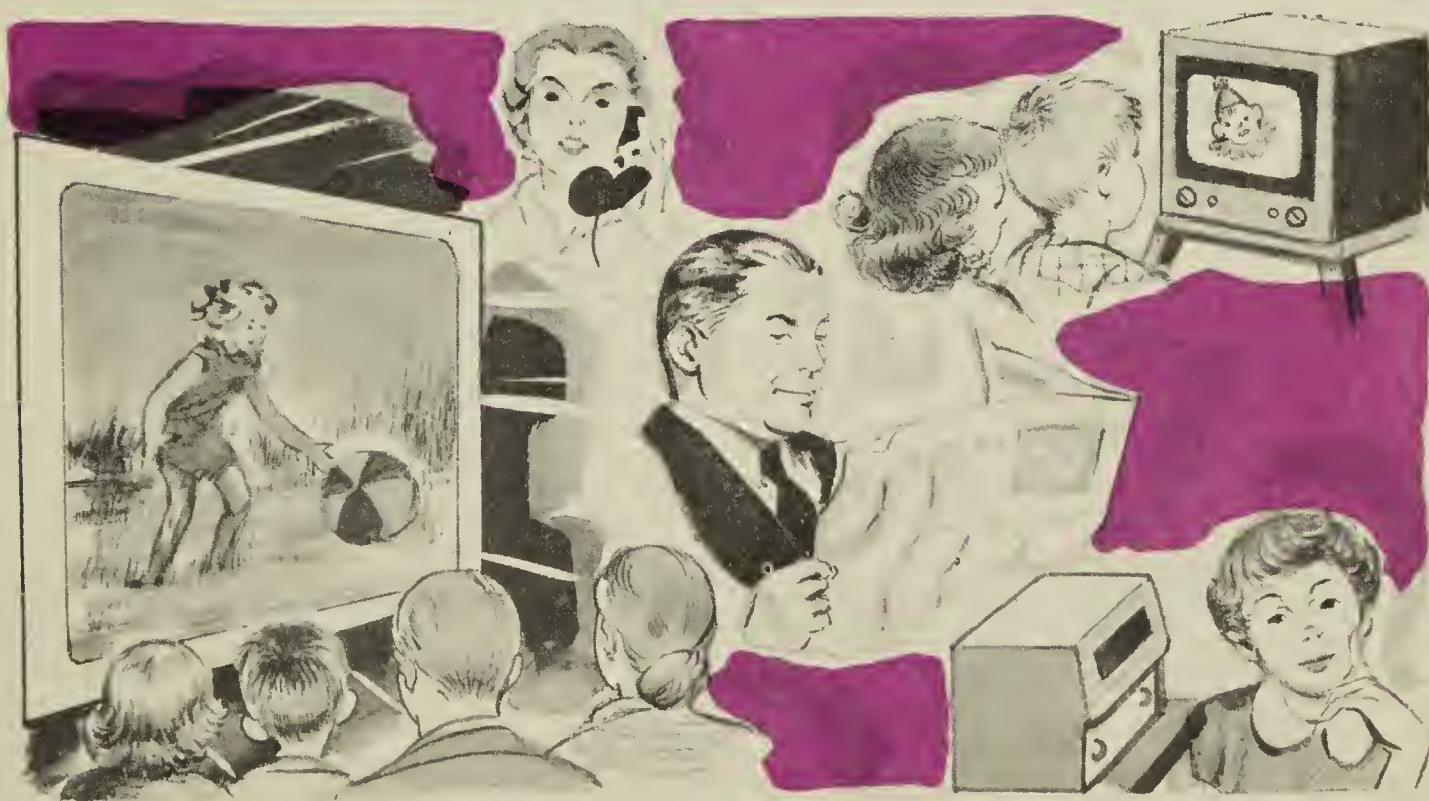
Tom said, “My father listens to the weather and farm news over the radio. He says it helps him plan his work.”

“Radio messages help men on ships and airplanes,” said John.

“Father says that television brings the whole world into our home,” said Sandra.

“Books and newspapers do that, too,” said Sue.

“Think how little we would know if our only way of sharing ideas was just by talking,” said Paul.



“Let’s think about sharing our ideas on Visitors’ Day,” said Mrs. Burt. “We will be using our posters and scrapbooks as a way to communicate ideas.”

Paul said, “My committee has pictures for a scrapbook on radio and television.”

“I like your pictures,” said Jane. “They show some of the people who help us have radio and television programs.”



David said, "My committee is going to show how to make and answer telephone calls."

"Show us now," said Sue.

Betsy went over to a toy telephone. She said, "I make sure that I know the number I want to call. If I am not sure, I look in the telephone book or ask someone to help me."

Betsy picked up the phone and said, "Main 3257, please." It was easy to understand her and she was careful to speak into the phone. She waited as if the phone were ringing while David took up the other phone.

Then Betsy said, "Hello, is this Main 3257? May I speak to David, please?"

David answered, "This is David. Did your mother say you could come over to my house?" He waited for Betsy to answer.

"Yes," said Betsy. "I am coming right away. I will see you soon. Good-bye."

David answered, "Good-bye," and both children put the phones down carefully.

Mrs. Burt smiled and said, "I wish everyone always knew what he wanted to say over the telephone and said it as quickly and well as Betsy and David did."

Mary said, "My committee has a big collection of written messages—letters, cards, telegrams, books, and newspapers. Just look."

"I'm going to take a message home with me," said Paul. "I'm going to say, 'Be sure to come to Visitors' Day at Northside.'"

This was such a good idea that everyone did the same thing. On Visitors' Day many mothers and fathers came. They all said, "How much you have learned about communication!"

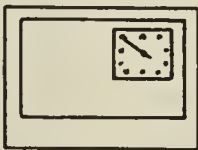
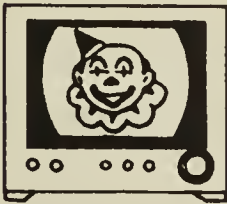


Discussion

1. Do you have radio or television programs that you like more than others? Tell why.
2. Suppose your class were asked to give a radio program. What plans would all of you make together?
3. In what ways is radio useful to people? Does radio help you?

Activity

At the top of a large piece of paper, draw pictures like this:



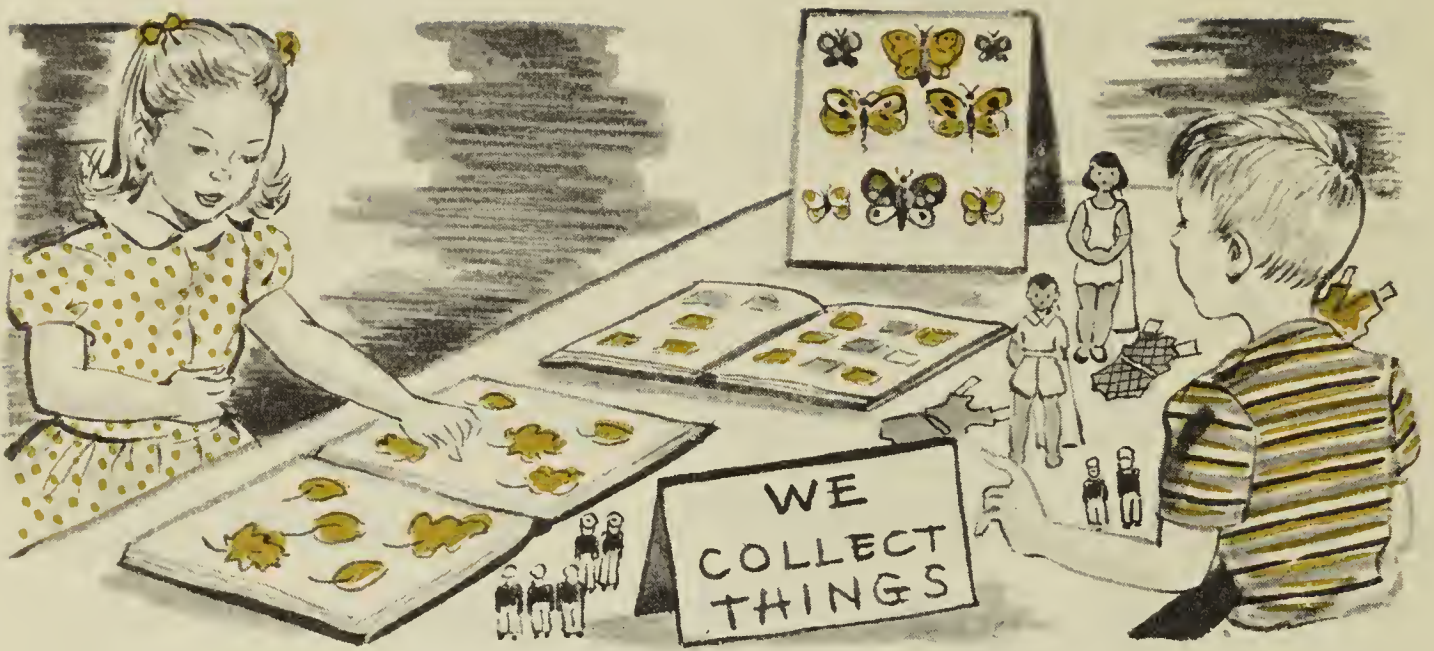
Now write what you think is true under each picture as follows:

Can be heard. Can be answered.

Can be seen. Is for many people.

Is useful. Has pictures in color.

Is fun. Can be carried around.



Having Fun Everywhere

It was easy to see that Jack had an idea. He said to Mrs. Burt, "Let's plan a hobby show. Collecting stamps is my hobby."

Mrs. Burt said, "That's a good idea, and I can see that everyone is interested. Hobbies are fine recreation."

"Recreation?" asked Sandra. "I just thought hobbies were fun."

"That's what recreation means," answered Mrs. Burt. "Recreation is anything that we really like to do."

Most of the children had hobbies that they wanted to show. Jane brought her paper dolls, David showed his butterflies, and John had a book of leaves.

As the children got the show ready, Tom said, “Aren’t there other kinds of recreation besides hobbies? I have fun going to football and basketball games with my father.”

“I swim for recreation,” said Mary. “We are going to Florida for spring vacation. I will swim in the ocean.”





“Then playing games and watching games are recreation for some of you,” said Mrs. Burt.

“The government does many things to help us have fun,” said Tom. “My father says it builds highways so that we can go to the mountains to hunt and fish.”

“Some of the highways go to beautiful parks,” said Jane.

“We have a park right here in Belltown,” said Mary. “There are fireplaces in it for cooking and tables and benches. It has a big playground, too.”

“I like the park because I can watch the birds there,” said Paul. “I like to go often all during the year.”



“Are birds your hobby, Paul?” asked John.

“Yes,” answered Paul, “and I have a big collection of bird nests.”

“Mayor Thomas told me that the government is going to fix a place for us to swim next summer,” said Sandra.

“Father says recreation is not fun if it isn’t safe,” said Bill. “Safety is just as important in having fun as in working.”

“That’s why we have lifeguards where we swim,” said Mary.

“That’s why we are careful not to get too much sun,” said Sandra.

“Hunters have to be careful,” said John.

“We have to put out our fires carefully when we picnic,” said Jane.

“We talked about some kinds of recreation that we all like,” said Mrs. Burt. “That was last week, do you remember?”

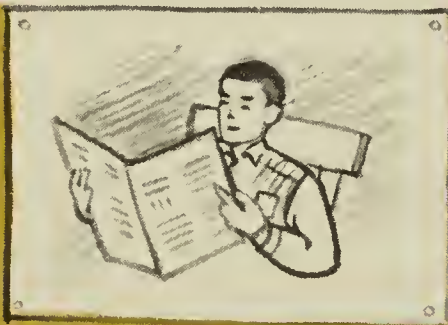
“I know!” said David. “Newspapers, books, radio, television!”

“Letters, too,” said John. “Mother likes to write letters and get answers.”

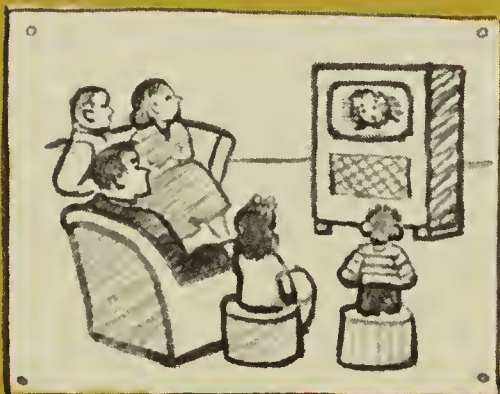
“The Belltown Library gives everyone in our family a lot of fun,” said Bill.

“Our family watches a good television program each night,” said Jack. “Sometimes Mother listens to the radio when she sews. That way she enjoys two hobbies at once.”

“Don’t forget the movies,” said Mary.



**WE FIND
RECREATION
AT HOME**



“Most recreation of this kind is something you can do alone,” said Mrs. Burt. “It is not like having a picnic or playing on a team.”

Paul said, “I like both kinds of recreation—the kind where you do something, like collecting bird nests, and the kind where you watch, like going to a football game.”

“Mother says that there were no radios, no movies, no television, and no libraries in Belldown when Great-Grandmother came here,” said Tom.

“What did people do for recreation in those days?” asked David.

“Sometimes work can be recreation,” said Mrs. Burt. “People had good times together and got sewing, housebuilding, and farm work done that way. You know that recreation does not always have to cost money.”

“I can’t tell recreation from work right now,” said Jane. “It’s been fun to study about all kinds of recreation.”

Discussion

1. What are some places in your community that provide recreation for people?
2. Do you have recreation at school? What are some of the things you do?
3. Can you think of some persons whose work has something to do with recreation?
4. Do you have a hobby? Can you share it?
5. Do you have pets? Do you think that looking after pets is more like work or recreation?
6. Is belonging to Cub Scouts, Brownies, or a club really recreation? Why?

Activity

Make a poster about one kind of recreation that you like very much. Your class can use its posters for an interesting exhibit.



The Big City

“Tom! I have exciting news,” called Paul. “My aunt and uncle in Sand City have asked me to come to see them and my cousin Dick. They said I could bring a friend. I want you to come.”

“I’d like to,” said Tom. “I’ll ask Mother and Father this afternoon. When would we go?”

“Right after school on Friday,” answered Paul. “We can take the Sand City bus.”

On Friday Paul and Tom had on their good clothes. It was hard for them to think about anything except their trip.

Mrs. Burt knew the boys were excited, so she said, "Let's talk about some things that make Sand City different from Belltown. Then Paul and Tom can tell us if we're right."

"I used to live in the city," said Jane. "The city is much bigger than Belltown. People seem very busy in the city. More people in Belltown seem to have time to stop and talk. We like that about being in a small town."

"Mother took me to buy clothes for school in the city," said Jack. "We went to one store that had seven floors."

Mrs. Burt said, "Sometimes I go to Sand City to see a play. We have movies in Belltown, but we don't have plays."

Sandra said, "My brother Ted is saving some of his money to go to school in Sand City when he gets through high school."



Mrs. Burt looked at her watch. “School will soon be out. I know two boys who are happy.”

Paul’s mother met the boys and took them to the bus station. Tom and Paul, feeling a little scared at the last minute, waved good-bye.

As soon as the bus started, the boys were too busy looking out the window to feel anything but excited. Soon Tom was saying, “There’s our farm!” and Paul was saying, “See that long train. It must be carrying food and many things to the city.”

Time went fast. The boys, looking out the bus window, saw Sand City ahead of them.

At first Paul and Tom thought the city did not look too different from Belltown. There were houses just like those at home, some old, some new. Each house had its own yard. Sometimes there were small stores or a school.

Then the boys saw that houses were closer together and buildings were bigger. There were many business places of all kinds. Now the boys knew they were in the downtown part of Sand City. This was much different from Belltown.

At last the bus stopped at a busy station.

“There’s Aunt Sally and Uncle Ron! There’s Dick!” said Paul. “Come on, Tom.”

In no time at all Tom found himself in Uncle Ron’s car.

“We live in an apartment house,” said Dick. “Do you know what that means?”

“I guess not,” Tom said. “I live on a farm.”

Just then Aunt Sally said, “Here we are. We’ll go up while your uncle parks the car.”

Aunt Sally took the boys into a big building. "We live on the sixth floor," she told Tom. "We go up in an elevator."

When the elevator door opened on the sixth floor, Tom saw a long hallway with many doors. Each door had a number.

Aunt Sally opened their door and Dick said, "Come this way and see my room. It's where you will sleep. If you look out the window, you can see the park where I play."

"An apartment is like a house after all," laughed Tom. "I thought maybe it would be like living in a store."

"Dinner, then an early bedtime," called Aunt Sally. "We have many plans for tomorrow."



Discussion

1. What is the nearest city to your home? If you live in a city, what other cities are nearby?
2. Cut out or draw pictures to show different ways to travel from your home to the city.
3. What are some things that you would like to see in the city?
4. Can you tell why there are very few tall buildings in a small town?
5. Where do children play in the city?

Activity

Do you know what a mural is? It is a large wall picture that shows many things happening. Everyone in a class can work on one mural. Make a small town at one end of your mural and a city at the other. Now show buses, cars, trains, planes, and perhaps even boats coming and going to the city.



Fun in the City

City noises woke Tom and Paul in the morning. They looked out the window to see people waiting for buses or walking through the park. A white milk truck stopped near the apartment house.

“Breakfast,” called Aunt Sally.

When the boys came to the table, Uncle Ron put down his morning newspaper and said, “The weatherman says it will be a warm day.”

“Good,” said Dick. “We’re going to the zoo.”

“Yes,” said Aunt Sally. “I am going to leave the boys at the zoo while I shop.”

As the boys and Aunt Sally got in the car, Dick said, "I wish Sand City were as big as New York. Then we could take the subway."

"What is a subway?" asked Tom.

"A subway is something like an electric train or streetcar that runs under the ground," said Dick. "The stations have bright lights and so do the cars. A subway is a fast way to travel."

Aunt Sally talked about some of the buildings as she drove. She said, "That big building is our city hall and the one near it is the post office. Over there is our downtown library. It has a reading room just for children."

"Here we are at the zoo," said Dick, although Tom and Paul only saw another park.

Aunt Sally said, "Dick knows what bus to take on this corner to get to Brown's Department Store. You can meet me there at noon. Remember to ask a policeman if you need help."

Off to the zoo went the three boys. It was so early that there were only a few people around.

Inside the zoo gates Paul and Tom saw a man picking up papers. “Who pays the men who work at the zoo?” asked Paul.

“Our city government,” said Dick. “The zoo is for everyone. Let’s go this way to the bears.”

“That bear coming out of the water looks just like our dog, only bigger,” said Tom.

“Look at the lions!” said Paul. “Last year we came when the lions were eating. How they roared!”

Dick said, “The elephants are this way. I think I could watch them all day.”





At last Dick said, "I just saw a clock. It is time for us to get a bus to meet Mother."

Paul and Tom stood at the street corner beside Dick. It seemed to Tom as if he had never seen so many cars and buses. He said, "How will we ever know what to take?"

"That's easy," said Dick. "Watch for a big electric bus that has a number four on it."

"There it is," said Paul. "I have my money."

Many people got on and off the bus each time it stopped. Tom thought buses were really needed in a big city. Soon the boys got off in front of a department store.

Tom and Paul would have liked to look in the store's big windows. Each seemed like a picture. But Tom said, "This way," as he pushed doors that went around and around.

"Now we go up stairs we don't climb because the steps move and carry us up," he said.

"You mean an escalator," laughed Paul. "It's fun. I wish we had one in Belltown."

Aunt Sally saw the boys coming and said, "We will eat here on this floor."

"In the department store?" asked Tom. "I thought they only sold clothes and things like that in department stores."

Aunt Sally said, "In some department stores you can find almost anything you want to buy, even plants for your garden."



After lunch Aunt Sally and Dick helped Paul and Tom buy something to take home. It was not easy to choose what to buy. There were so many things for sale.

“Now we’ll go back to the apartment,” said Aunt Sally. “You boys can play in the park until dinner.”

Uncle Ron came to call the boys. “Too bad it isn’t summer,” he said. “You could swim in the pool.”

The next morning everyone went to church. Then it was time to drive Paul and Tom home.

“How did you like the city?” asked Tom’s mother and father when he ran in the door.

“Fine!” said Tom. “It’s like Belltown in some ways, but there are more people and more stores and more things to do.”

“Well, I guess our boy is going to the city when he grows up,” said Tom’s father, smiling at Tom’s mother.

“But just to visit,” said Tom. “I like home.”

Discussion

1. Why does a big city need many different ways for people to travel?
2. Pretend you are alone in a big city. How would you know where to go?
3. Why would you like to shop in a big store like a department store?
4. Which of these would you find in a small town and a big city: post office, church, school, large department store, town hall, bank, ten-floor apartment house, library, zoo, grocery store, park?
5. Pretend someone has asked you to visit in a big city. What would you like to do?

Activity

Make a chart to show what you like about a big city and what you like about a small town. You can use magazine pictures if you wish.

On the Way South

“See who is coming to school with Mary,” said Sandra. “It’s her father!”

Jack said, “I know why. Mr. Stone is going to show slides of the spring vacation trip to the South that his family took. Mary has been talking about it.”

“I am working for Mary,” laughed Mr. Stone as he got ready to show the slides. “Mary will tell you about the pictures. Here’s the first one. Are you ready, Mary?”



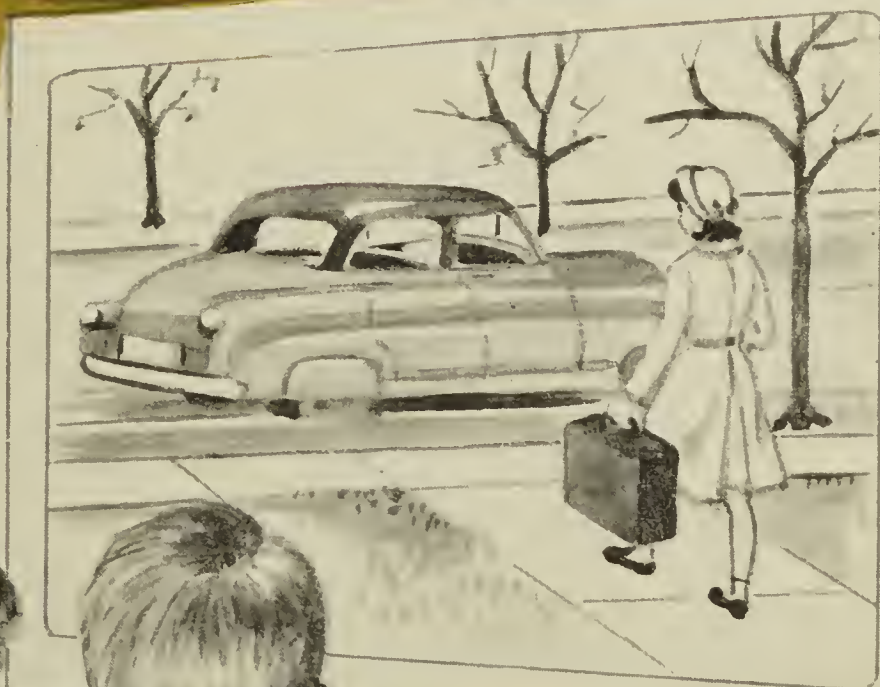
Sandra said, "Oh, that's a picture of you, Mary. What are you carrying?"

"That's my suitcase," said Mary. "I had to take clothes for cold weather and warm weather. I almost forgot my swim suit."

Mr. Stone said, "It was cold on the day that we left Belldown. Our wool coats felt good."

"The grass was still brown and there were no leaves on the trees," said Mary. "Mother said I would soon see flowers, and I had a hard time to believe that."

"Sometimes spring and flowers seem a long way off, even at Easter time," said Mrs. Burt.





When Mr. Stone showed the next slide, Jack said, “That’s funny. It’s just a picture of a sign with a number 41 on it.”

Mary said, “We took Highway 41 part of the way. Bob and I watched for highway signs.”

“If the road had not been numbered,” said Mr. Stone, “we would still be trying to find our way. The numbers kept us from getting lost.”

“Who put up the signs?” asked Tom.

“That is one of the things that the highway department does,” said Mrs. Burt. “Do you remember when we learned about how the government helps us? The highway department is part of our government.”

Mary went on, "We came to a place where the highway department was building a new bridge over a big river."

"We had to take another road over an old bridge," said Mr. Stone. "But the next time that we go south, we will cross the river on the new bridge. That will be quicker because the new road is shorter."

"How did you find the old bridge?" asked Jack.

"That's where highway signs helped us," said Mary. "They told us just how to go."



Sandra said, "You must have gone a long way the first day. Did you get tired of riding?"

"There was always a lot to see," said Mary. "But Bob and I were glad when Father said it was time to look for a place to stay."

Mr. Stone laughed and said, "You would have laughed if you had seen how surprised Mary looked when we stopped here." And he showed a picture of many little houses. They looked almost like play houses.

"That's a motel," said Mary. "We stayed in the little house near the back. It had two bedrooms and a bathroom. Mother and I thought it was fun to have such a little house."



“The next morning,” said Mary, “Mother told Bob and me that we would not need such warm clothes. It was not as cold as it had been the day before when we left Belldown.”

“It’s hard to remember that it can be warm somewhere else when it’s cold here,” said Jane. “It seems as if it must be cold everywhere.”

Mary said, “Bob and I began to see green leaves. There was green grass. It looked like spring! The sunshine felt warm.”

“Yes,” said Mr. Stone, “we stopped to get some things for a picnic lunch. Then we found a park by the road where we could eat.”

Mrs. Burt said, “Roadside parks are another way that the highway departments make traveling easy.”

Mary said, “Bob was always asking Father to stop the car to let him take pictures. Here are some of the places we saw.”

Mr. Stone showed a picture of a pretty valley and then a picture of a farm.



“We came to cities,” said Mr. Stone. “This is a picture of the biggest city that we saw.”

Mary said, “We stayed in the city all night. We stopped at a hotel. We did not have a little house of our own, but we had two rooms. I could look down on the city street from my window.”

“We took a train trip to a big city,” said Paul. “We stayed in a hotel. I liked to watch the cars and buses from the hotel window.”

“That is fun,” said Mary. “But I got tired. I asked Mother when we were going to get to the South. She laughed and said, ‘Why, Mary! You are in the South right now.’ And I was!”

Discussion

1. Pretend you are going on a vacation. Where would you like to go?
2. If you do not live in the South, but were going to visit there, what would you pack in your suitcase?
3. If you live in the South, what would you take for a winter trip to the North?
4. Look for highway signs on streets that run through your town and write the numbers down. Look on a road map to see where the highways go.
5. Where would you like to stop for the night if you were traveling: at a friend's house, at a motel, at a hotel, at a camping place. Tell why.

Activity

Invite an older girl or boy or a grown-up who has taken a trip to the South to tell your class about it.



Winter Sunshine

Mary said, "Father couldn't come to show the rest of our slides today, so I have some things from our trip to show everyone."

Mrs. Burt and the children gathered around to see what Mary had.

"This is just a toy cotton bale," said Mary. "We drove by many fields where men were busy planting cotton. When the cotton is picked, it is made into big bales to go to the spinning mill."

Sandra said, "I remember when we talked about clothes. We found that cotton grows in the South."

Mrs. Burt said, "Cotton is one of the things we think about when we talk about farms in the South. But other things grow there, too."

"The name of a state in the South was on a box of rice Mother bought," said John.

"Sugar from sugar cane," said Sandra. "That grows in the South."

"Lots of vegetables and fruits," said Tom. "We can't grow things on our farm in the winter because it is too cold, but in many places in the South farmers can grow food all year."

Mary said, "I had one surprise. I saw many fields that were just grass. Father said that was grass farming. Cows can stay out in the fields all year. They don't have to have warm barns in winter. Now more and more milk and butter are coming from the South."

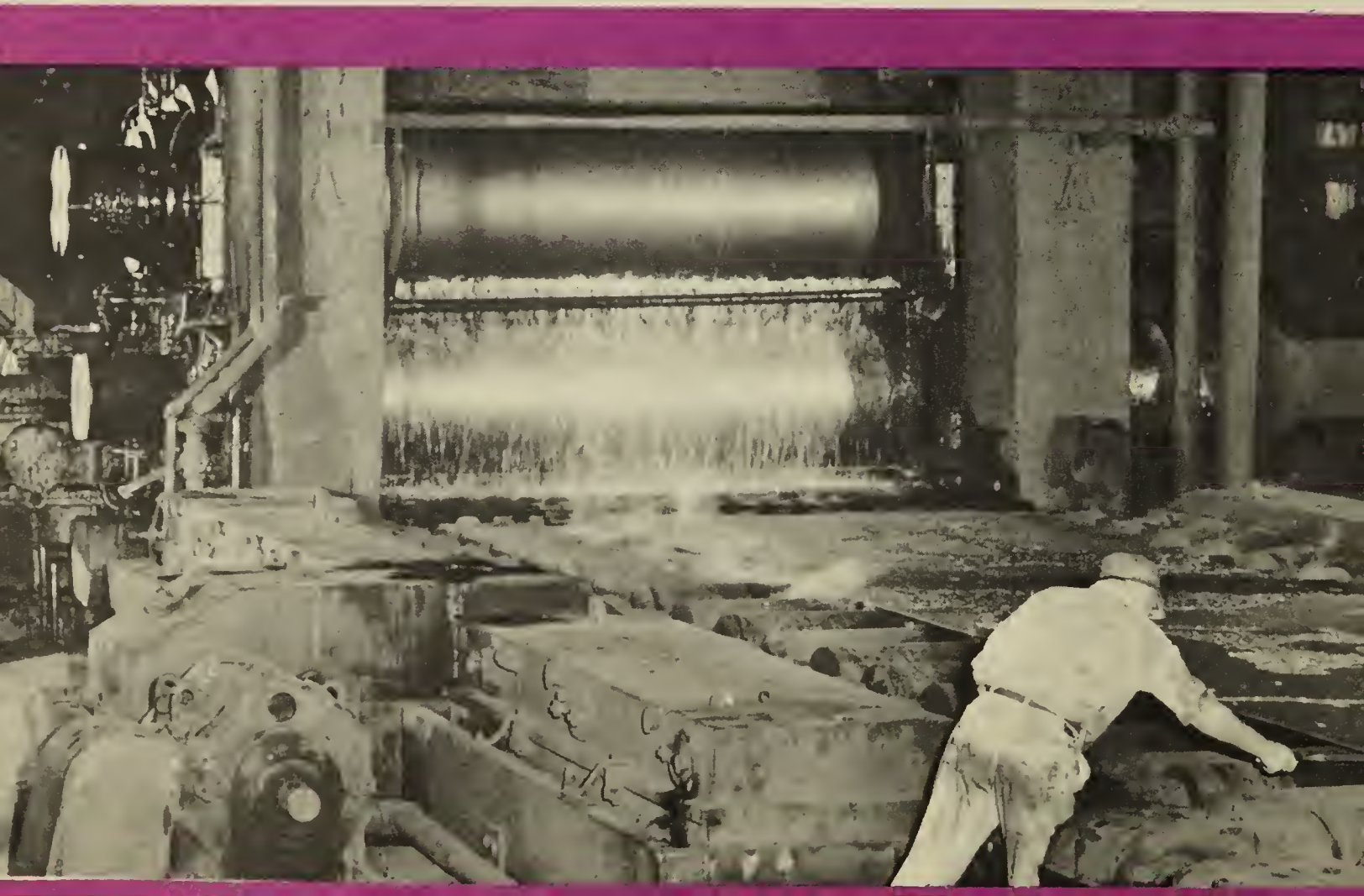
Mrs. Burt said, "Some farmers in the South raise trees. The trees are used for wood, paper, and many other things."

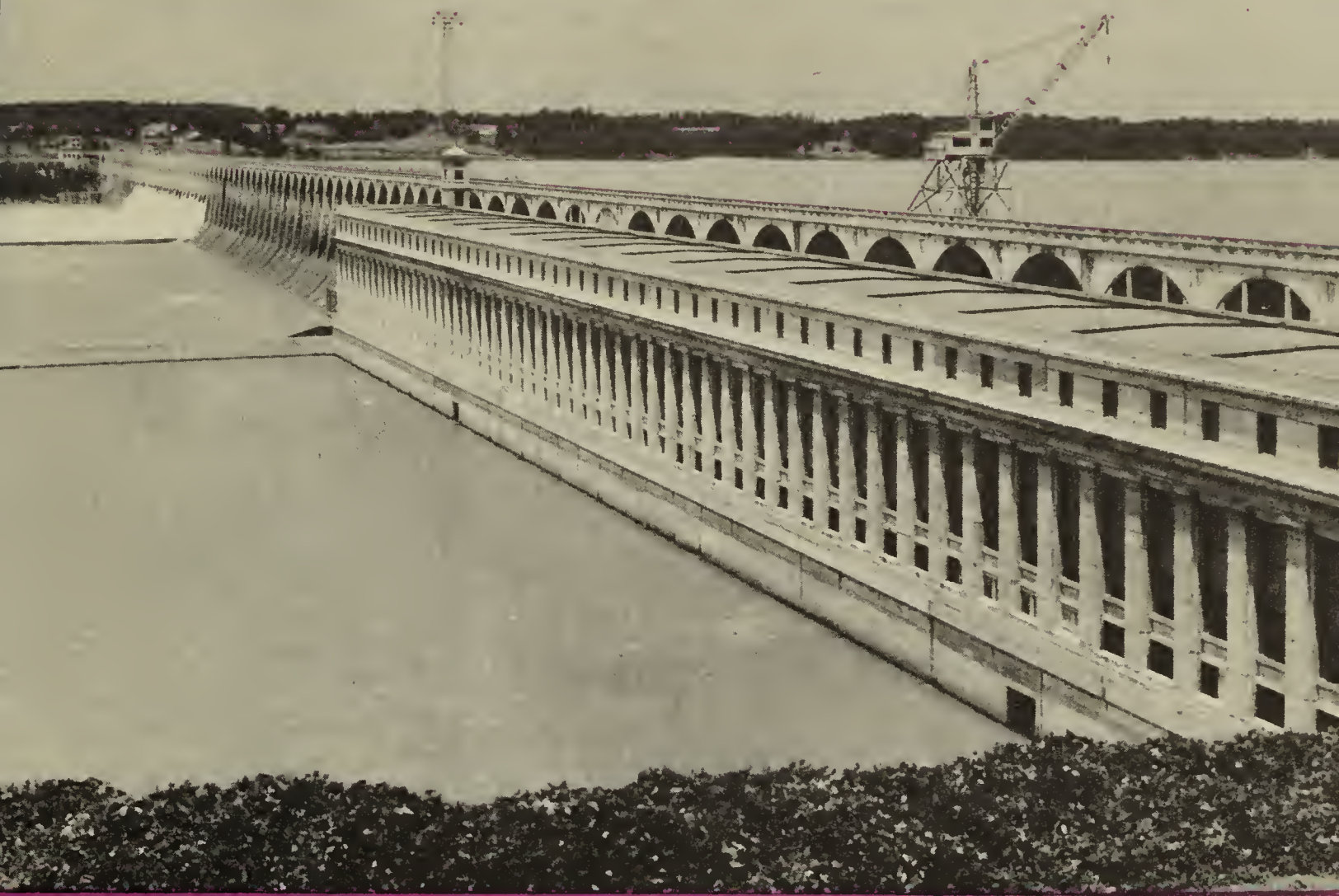
Jane picked up a pretty cotton handkerchief from Mary's box. She asked, "Where did you get this?"

"That handkerchief was made in the South," said Mary. "The cotton was grown there, the spinning was done there, and so was the weaving, printing, and sewing."

"What about this big nail?" asked Jack.

"That's from the South, too," said Mary. "We saw mines for coal and iron. We saw places where men were working to make railroad cars and many other things from iron."





Mary showed a postcard with a picture of a dam. She said, “We crossed a big river. There was a dam in the river to hold the water back. Father said that water from the river was used to make electricity at this dam.”

“Electricity is used to run many factories,” said Mrs. Burt. “Electricity from big dams has helped the South have new factories and new places for people to work.”

“The South sounds like a busy place,” said Paul.

“It is,” said Mary. “I can’t begin to tell you about all the things I saw. There were long trains puffing in and out of the cities and towns. When we came to the seacoast, we saw ships in the harbors. Here are pictures to show some of the things that the trains and ships carry.”



Sandra had not said much, but now she asked, "What are houses in the South like?"

"A lot like ours," said Mary. "There is one difference, though. It does not get very cold and furnaces are not needed."

"People can live outdoors much of the time," said Mrs. Burt.

"We saw many beautiful homes when we went through a state capital," said Mary. "Some of them were new, others were older than the Bell house. The houses that were painted white looked bright in the warm sunshine."

Mary stopped and took out a pretty flower that she had pressed and a piece of something that looked like gray wool.

She said, "We came to a beautiful garden. There were all kinds of pretty flowers. One of the men working there gave me this flower. He gave me this moss, too. It grows on some of the big trees. It makes everything look like a fairyland."



“I wish I could have gone on your trip,” said Sue. “You saw so many sights.”

As the children looked at the flower and the moss, Mary said, “Father is coming again tomorrow to show the rest of our pictures. I’ll tell you about Indians in the South then.”

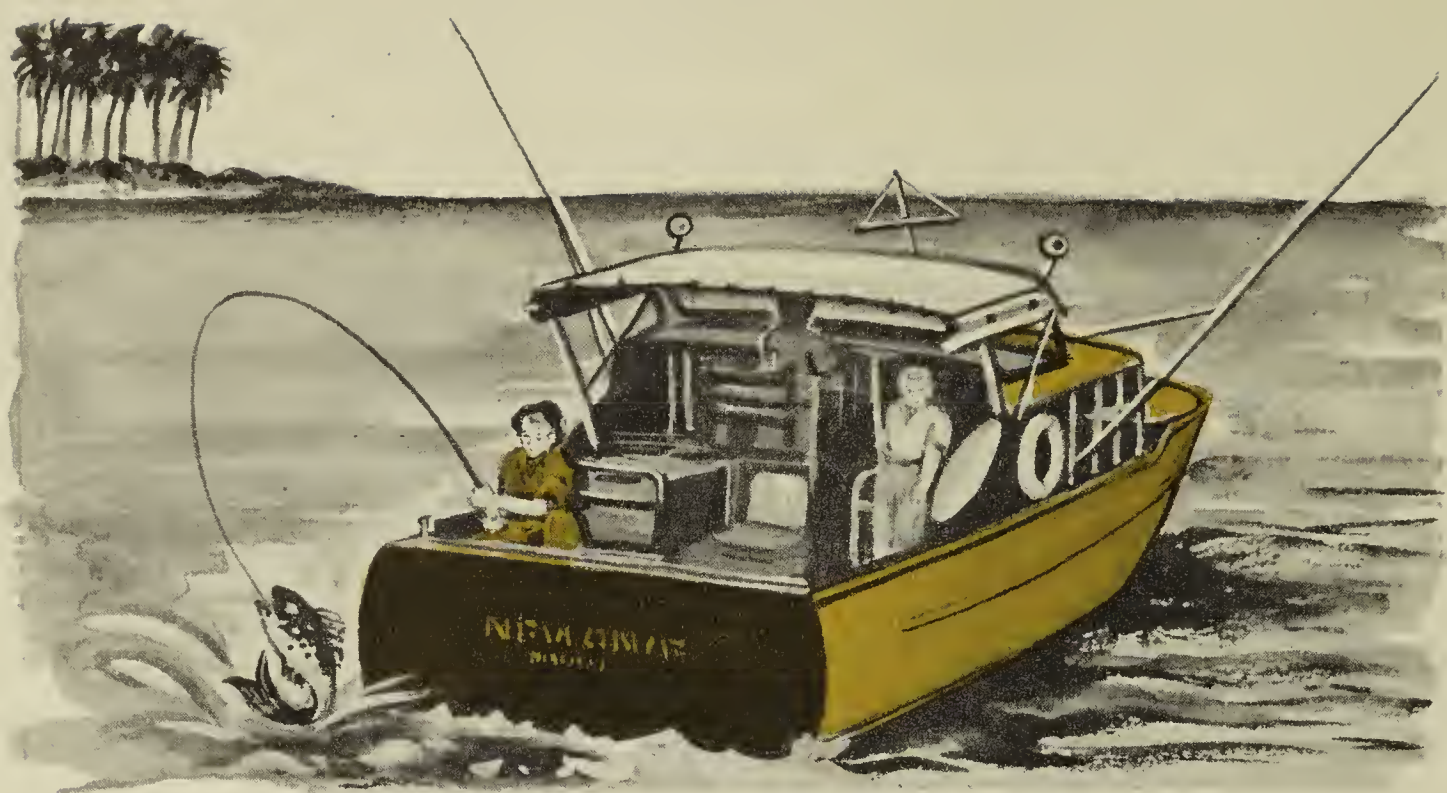


Discussion

1. If you were driving by Southern farms, what are some of the things you might see growing in the fields? Can you see some of these growing near your own home?
2. Can you tell two ways that rivers help us? Is the way that Mary told about in this story new to you?
3. Look on a big map of the United States and find the part that is called the South. Can you name the states?
4. Which things make you think of a warm place to live: cotton clothes, ice skates, flowers all year, warm sunshine, mittens.

Activity

Plan an exhibit of foods and other things that grow or are made in the South. Can you get some of the things that Mary showed her class?



Traveling in the South

When Mr. Stone came again with Mary, everyone began to ask about the Indians.

“Not so fast,” he said. “I want to show you some other things we saw before we came to the Indians.”

The first slide showed a white beach. Mary said, “We stopped here to play and swim. The beach went on as far as I could see.”

“Is that where you found the pretty shells you sent me?” asked Betsy.

“Yes,” said Mary. “Bob and I picked up many shells. They were all colors and sizes.”

“While Bob and Mary were doing that,” said Mr. Stone, “I was fishing. I went out in a little boat far into the ocean. It was not at all like fishing in the river here at home.”

“What did Mrs. Stone do while Bob and Mary played on the beach and you went fishing?” asked Mrs. Burt.

Mary laughed and said, “Mother went swimming, too. But she said she just liked to sit in the sun more than anything else.”

“I’d like that, too,” said Sue. “We were having a cold rain when your card came telling about swimming in the ocean.”

“That’s why many people go to some cities and towns in the South,” said Mrs. Burt. “They like to run away from cold weather.”





Now Mr. Stone showed a new slide, and the children all said “Oranges!” together.

“That’s right,” said Mary. “We left the beach and went to see how oranges grow.”

“It looks like a cherry orchard, only the trees are closer together,” said Tom.

“Some oranges are picked and sent in trains to cities everywhere,” said Mary. “Other oranges are sent to a freezing plant. The oranges are squeezed and the juice frozen in little cans.”

“I had orange juice like that this morning,” said Betsy. “Maybe it came from oranges from the trees in that picture. I like to think so!”



“But what about the Indians? When did you see them?” asked Paul.

“That’s next,” said Mary, as her father showed a new slide.

“We came to a big swamp. The trees grew out of the water. In many places the road had to be built up to make a dry place to drive.”

“It looks dark under those trees,” said Sue.

“It wouldn’t be hard to get lost there.”

Mary said, “There were many birds and animals in the swamp. Sometimes we could hear them when we could not see them.”

“We saw long-legged birds standing in the water waiting to catch fish,” said Mr. Stone.

“But what about the Indians?” asked Paul.
“Do they live in the swamp?”

“That’s right,” said Mr. Stone. “Here is a picture of some of the Indians we saw.”

“Are those Indians?” the children asked. They were not the kind of Indians the children had thought they would see.

Mary said, “These Indians live in little villages hidden away in the swamp. They hunt for animals and they fish in the swamp. They make things to sell people who travel through the swamp.”

“I read a story about them,” said David. “Sometimes they catch alligators.”



“These Indians do not change their ways very much,” said Mrs. Burt. “They have lived in the swamp for many years. They are as at home in a boat as you are in a car.”

Mr. Stone showed another slide. In the picture Bob and Mary were carrying suitcases to the car.

“Before we knew it,” said Mary, “it was time to get ready to drive back to Belltown.”

Mr. Stone said, “We made lots of friends in the South. We want to go back to visit next year.”

“I wish we could all go,” said Sandra. “But seeing the pictures was the next best thing.”

Mr. Stone put away his pictures, and Mrs. Burt said, “We all want to thank you for coming to school two days to show us your slides.”

“I have had a good time at school,” said Mr. Stone, and he gave all the children a big smile as he left.

Discussion

1. If you lived or visited in the South, what are some kinds of recreation you would try all year?
2. Ask at your library for a book about the Indians who live in swamp country. How are these Indians different from those you have read about before?
3. Find pictures of animals that live in swamps; then find pictures of those that live along a seacoast. Have you seen some of these at a zoo?
4. In what other part of our country is it warm much of the year?

Activity

Make a chart with two parts. On one part show how living in Belltown and living in the South are much alike. Use the other part to show ways that are different in each place.

Our Town and World

Mrs. Burt put down a big box and took out something round on a stand.

“What is that?” asked Bill. “What’s it for?”

“I know what it is,” said David. “We have one at home. It is a globe.”

Mrs. Burt said, “A globe helps us to learn what our world is like. A globe is round like our world. Our world turns, and so does a globe.”

Bill looked hard at the globe, then he said, “There is a map on the globe. I know the shape of our country. Here it is.”





“This globe shows the big pieces of land and the oceans,” said Mrs. Burt. “It also shows the important cities, mountains, and rivers.”

“What are the colors for?” asked Jane.

“The oceans are blue on the globe,” said Mrs. Burt. “The mountains are brown, and the low places are green. The black lines show the different countries.”

“How can we find cities?” asked Mary.

“Look for the black dots,” said Mrs. Burt.

“Belltown would be a tiny dot, wouldn’t it, Mrs. Burt?” asked John.

“Belltown is too little to have a dot on this globe,” said Mrs. Burt.

“How can we find it then?” asked David.

“Think of the largest city you know that is not too far from Belltown,” said Mrs. Burt.

“I know,” said Betsy. “It is Chicago.”

“Let’s see if there is a dot for Chicago,” said Mrs. Burt.

“How will we know which dot it is?” asked Sandra.

“The name of the city will be beside the dot,” said Mrs. Burt.

“Here it is! Right here!” said Tom.

“Where would the dot for Belltown be?” asked Mrs. Burt.

“On the earth, Belltown is about fifty miles from Chicago,” said John.

“We can’t go fifty miles on that globe,” said David, laughing.

“I think fifty miles would be a short distance on the globe,” said Paul. “The dot for Belltown would be very near the one for Chicago.”

“That’s good thinking,” said Mrs. Burt. “You’re right. Now you can see why all cities and towns are not shown on the globe.”

“I know a good game we can play with that globe,” said Bill.

“What is your game, Bill?” asked Mrs. Burt.

“Let’s take turns finding a place on the globe where we have been,” said Bill. “Then we can tell something about the place.”

“I haven’t been any place far away,” said David.

“Then you can imagine a place,” said Bill.

“That’s a good game,” said Mrs. Burt. “You take the first turn, Bill.”

“Here’s where I went to visit my cousin last summer,” said Bill, as he pointed to a place on the globe. “Guess where it is.”

“Texas!” shouted some of the children.

“Yes,” said Bill. “It was on a big ranch where my uncle raised cattle.”

Mary said, “Here is where I went for my spring vacation.”

“I know,” said David. “You were in the South.”

Sandra looked at the globe and said, “I wonder if we can find the place where we sent our Red Cross boxes.”

“Our boxes went to Europe,” said Paul. “That’s here, across this ocean.”



Sue said, "The children in Europe sent us a picture of themselves. I thought they might look different from us, but they didn't. Some of the girls wore their hair just as I do."

"We sent those children things that we liked," said John. "They liked our boxes, so I guess that means that we like some of the same things."

Jane turned the globe a little and said, "My grandfather came from Asia. He told me about games played there that are like some we play."

"Children everywhere must live in homes," said Bill.

David said, "Everyone has to eat, but we don't all eat the same food."

Mrs. Burt smiled and said, "People everywhere live in homes. They need food to eat. They work and play. Most people live in a community of some kind. It may be a big city or just a small town. It may be a farm near a town."

Tom had not said anything for a time. Now he said, "I don't think people are so much alike. Many of them don't talk the way we do."

"You are right, Tom," said Mrs. Burt. "There are many different languages in the world. When you do not know the words that other people are using, it is hard to understand."

"People don't have to be just alike to get along together," said Paul. "Not all of us are just alike, but we do many things together."

"Many of the people in Belltown used to live somewhere else, or their mothers and fathers did," said Jack. "I know my family used to live in Sand City. Grandfather came from Europe. Jane's family once lived in Asia."

Tom turned the globe so that he could see the different countries go by. He said, "People have come to our country from all over the world. We all work together. If I think of that, the world does not seem so big and different after all."

Discussion

1. How do you think a globe helps you learn about our world?
2. Why is a globe made so that it turns?
3. Is there a dot on the globe for your community? Is there a dot for a city near your community?
4. Perhaps you can play Bill's game. What place will you take for your friends to find?
5. Did someone in your family or someone you know come from another country? See if you can find the country on the globe.

Activity

Bring things such as stamps, postcards, toys, foods, or dishes that come from other countries. Point out on your globe where these things were made or grown. How do you think they got to us, by ship, train, plane, truck, or car?



A Brave Sailor

John stood looking out the window. At last Sandra said, "What are you thinking about?"

"This is October 12, Columbus Day," said John. "I was thinking what our country was like before Columbus sailed here."

Just then Mrs. Burt called, "Time for school. Let's begin by talking about a brave sailor, Christopher Columbus."

John said, "My part of the story comes first. A long time ago there were no white people in our country. Indians lived here, and there were many wild animals."

“In Europe, far across the ocean,” went on John, “there lived a man whose name was Christopher Columbus. He often talked to his little son about a new idea. Other people laughed at the idea, but the little boy was sure his father was right.

“You see, men and women in those days knew only about people and places in their part of the world. It was hard to go from place to place because there were no trains, airplanes, automobiles, or steamships.”

“That is a good beginning, John,” said Mrs. Burt. “Let’s hear more about the idea that Columbus had.”

Tom said, “John told us that people in Columbus’ time did not have steamships. But they did have sailing ships that were moved by the wind. Men went in these ships to Asia to get spices and cloth to sell in Europe.

“It took a sailing ship many days to get to Asia because men knew just one way.”

“Why was that?” asked Susan.

“Men were afraid to try new ways,” said Tom. “They thought the world was flat and that they might sail right off and never come back.

“Columbus did not think this. It was his idea that the world was round and that he could find Asia by sailing a new way.”

Mrs. Burt said, “Columbus had a big idea when he said the world was round. What did he do about his idea?”

Mary said, “Columbus wanted to try his idea. But he needed ships and sailors to do this. He needed money to get the ships and sailors.

“Sometimes Columbus must have talked to his son about the ships he wanted. He was sure that he would get them some way.”

“Did he?” asked Sandra.

“Not at first,” said Mary. “Columbus talked to many people about his plan to sail to Asia, but no one had money to give him.”



“At last Columbus went to a king and a queen,” went on Mary. “The king and queen listened. They saw that Columbus had made his plans carefully. He seemed so sure of his idea that they wanted to help him.

“But many things kept the king and queen from helping Columbus. Years went by. It seemed as if Columbus would never get the chance to try his idea.”

“Columbus decided to take his plans to another country. He had just started out when the queen sent someone to bring Columbus back to her. She had found a way to get the money that ships and men would cost,” said Mary, as she ended her part of the story.

David said, “I read about Columbus’ ships. There were three of them. Even the biggest would not seem large to us. It carried only fifty-two men. The other two ships were smaller. They each carried eighteen men.

“The three little ships sailed away from Europe on a summer morning. Some of the sailors thought they would soon see Asia. Others must have been afraid that they would never come home again.

“Columbus and his men stopped at islands near Europe, then they set out across the great ocean. They could not see land anywhere. On and on they sailed.”

“Did the men want to go on?” asked Sue.

David said, "The men wanted to turn back. But Columbus would not let them. Now Paul will tell you what happened."

"This is exciting," said Paul. "One day the sailors saw land birds. They were sure land must be near, but it was not."

"Days went by. The men found pieces of wood in the water. Again they were sure they were near land. And this time they were!"

"On October 12, Columbus and his men saw a green island. How beautiful it looked to the tired men! Now they knew that Columbus had been right. There was land across the great ocean."

"Columbus and his men went on the shore. Columbus carried a flag and said that all the land he found should belong to the king and queen who had helped him."

"It was a wonderful day for Columbus and his men."



“That’s right,” said Mrs. Burt. “And we think it is a wonderful day for us. It is true that Columbus found land, but it was not Asia. It was a part of the world that people in Europe had not known about.

“When people learned about this new land, many of them came here to live. America was no longer a land of Indians and wild animals. It became the land we know.”

“That’s a good story,” said Tom. “It’s true and it’s exciting. I like it.” And everyone in Mrs. Burt’s room agreed.

Discussion

1. How did Columbus' trip across the ocean help people learn more about the world?
2. Why were the men who went with Columbus often afraid?
3. In what ways could you make a trip across the ocean today?
4. Which of these words tell the kind of man that Columbus was: brave, foolish, wise, afraid, strong? What did Columbus do that makes you choose some of these words?

Activity

There are many stories and picture books about Columbus. Ask for some of these in your library. Look at the pictures to see how Columbus dressed and what his ships were like. Read some of the stories and tell the one that you like best.



Thanksgiving in School

Mrs. Burt smiled as she looked around her school room. Every child had an apple, an orange, or some other kind of fruit.

“We are ready for our Thanksgiving fruit parade,” said Sue. “I think the people in the hospital will enjoy this fruit tomorrow.”

Jack said, “It really seems like Thanksgiving when we share what we have with others.”

“Here comes the parade now,” said Mrs. Burt. “We will follow the others down the hall.”

The children were happy as they picked up their fruit and went with all the other children in Northside school to put their Thanksgiving gifts on a big table.

After the fruit parade, the children sat down to share a Thanksgiving program.

Everyone said, “Oh,” as the program began. It seemed as if a picture of the very first Thanksgiving had come to life. The girls and boys taking part in the program were dressed like Pilgrim men and women and like Indians.



An older boy stood at one side and told the story of the first Thanksgiving.

For many years after Columbus and his men came to America there were only Indians living in much of our country. It took a long time for people from Europe to come here.

Some of the first people to come were the Pilgrims. They came because they wanted to live in the way they thought best. They wanted to have the kind of church that they liked.

The Pilgrims sailed on a small ship to America. Each family brought its food, clothes, tools, and such things as dishes for a house.

The Pilgrims did not find any towns or farms when they came to this country. They had to build their own houses and grow or hunt for the food that they needed. They had to make many of the things that we can buy in stores.

The first year was a very hard one. At times they had almost nothing to eat and many of their people were sick.



Once the Pilgrims found some corn that had been hidden by Indians. They had never seen corn before, but they found it good to eat. Later a friendly Indian showed them how to plant corn.

All through that first summer and fall the Pilgrim men and women, and girls and boys, too, worked hard to get ready for winter. They knew they would have to save food for the cold weather. They wanted to make their houses safe and warm.

When the end of fall came, the Pilgrims were ready for their second winter in America.

The Pilgrims had worked hard, but they felt that their own work was not enough. They were sure that God had helped them.

“Let us have a time to thank God,” they said. “Let us have a time to give thanks.”

So the Pilgrims planned the first Thanksgiving and they asked their Indian friends to share it. The men hunted for deer and turkeys. The women cooked foods they found growing wild and other foods their families had grown. Everyone was busy, even the children.



When the Pilgrims and Indians gathered together to share their first Thanksgiving dinner, they gave thanks to God for His help, just as we do today.

Now the story of the first Thanksgiving had come to an end, and the program was over. The children sang Thanksgiving songs as they went back to their own rooms.

“That was a good program,” said Bill. “It made me think of many things that I can give thanks for tomorrow.”

“Our family is thankful for our new house,” said Jack.

John said, “Our family is glad that my father’s new business is good.”

“We are like the Pilgrims,” said Tom. “My family is glad because this was a good year on the farm.”

Sandra said, “My family is glad to be together. Grandmother was sick, but now she is well. We are all thankful for that.”

One by one, each child told what would make Thanksgiving Day a happy one.

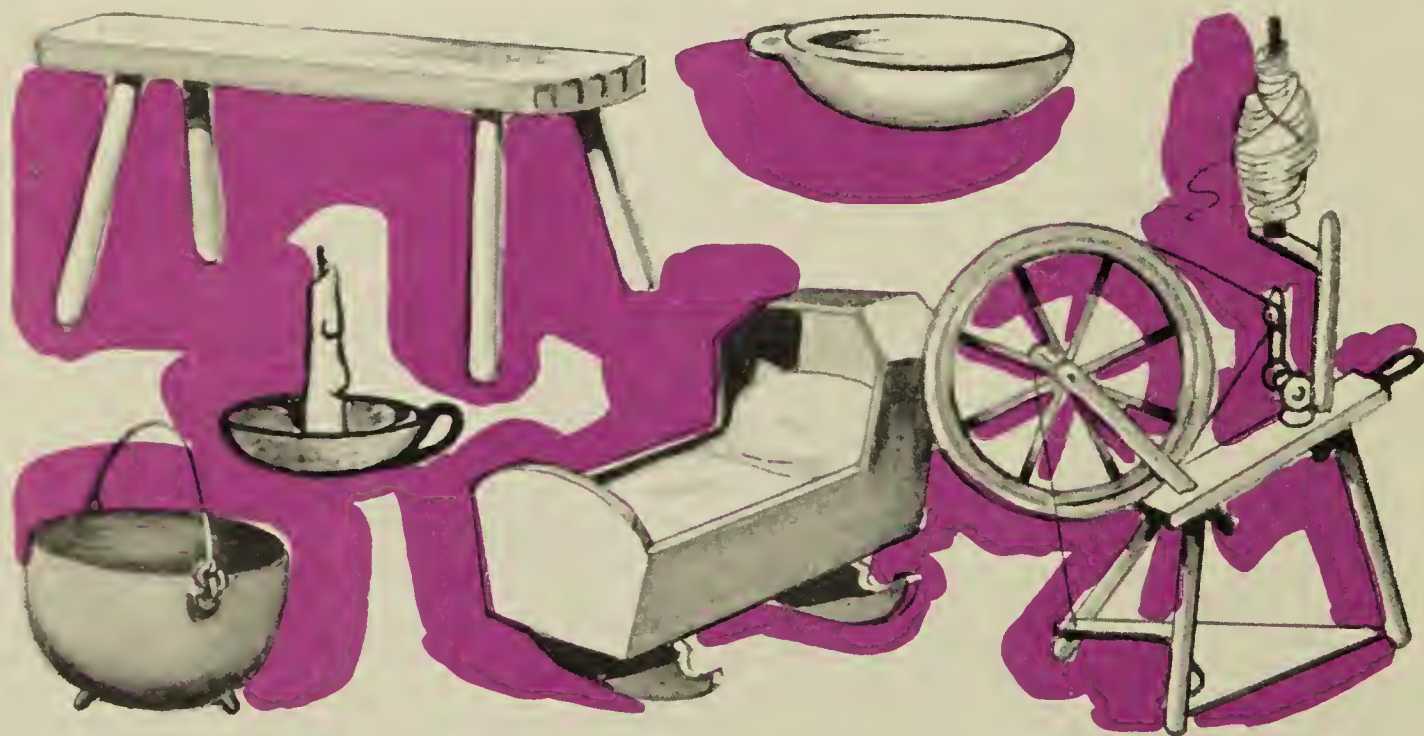
At last Paul pointed to the flag and said, "There is something that no one has talked about. We can all give thanks for our country."

"That is right," said Mrs. Burt. "We can all be thankful to the people who worked hard to make our country. We can be thankful for all the fine things that we can do here. Now it's time for school to be over. Have a happy Thanksgiving, everyone!"



Discussion

1. Why did the Pilgrims give thanks on their Thanksgiving Day?
2. Why do we give thanks? Are we like the Pilgrims in giving thanks for some of the same reasons?
3. Here are pictures of things that were used in Pilgrim homes. See if you can name things used today that are like these old things.



Activity

Plan a Thanksgiving program for your room. Let everyone take part.



George Washington

Betsy and John stepped back to get a better look at their work. They called the other children to come over to look, too.

“This is Mount Vernon,” said John. “It is the home that George Washington loved so much.”

Jack asked the others to come over to see the pictures of Washington that he had been putting up. There was a picture of Washington as a boy, another of him as a young man, and a third as a soldier.

Mrs. Burt said, "We are almost ready for George Washington's birthday. Did you know that there is going to be a radio program for schools about George Washington?"

"May we listen?" asked Bill. "I think Mother will let me bring the radio from my bedroom."

"That will be fine," said Mrs. Burt. "Then we can listen to the program together."

Bill brought his radio the next day. When it was the right time, he turned it on.

The program began with the song "America." The children sang with the radio because they knew all the words.

A man speaking over the radio said, "This is a program for George Washington's birthday. We began by singing 'America' because all of us have heard George Washington called the Father of Our Country. I am going to tell you why."

The children in Mrs. Burt's room listened quietly, and this is what they heard.



Most of the people who came to the new land that Columbus had found were from England. There were people like the Pilgrims who had come because they wanted to have their own churches. There were other people who heard of good land to be had for farms and of the chance to grow rich.

In England all these people had a king to rule over them. When they came to America, they still thought of the king in England as their king.

This was the way it was when George Washington was a boy.

George Washington grew up on a large farm. He had brothers and a sister to play with. There were no schools where all children could go, so George and his brothers had their own teacher. If you go to Mount Vernon, you can see some of the school papers that he wrote.

There were no cars or trains in those days, so people rode on horseback or in carriages. George liked to ride, and there are many stories about how well he rode.

Sometimes Indians in those days were friendly, and sometimes they were not. When Washington was a young man, he was sent into wild country with a friendly message from the English people to the Indians.

Washington became a soldier, even though he wanted more to be a farmer. There came a time when the people in America decided that they did not want to do as the English king told them. They did not want to be ruled by a king who lived far across an ocean.

Washington was made the general of all the American soldiers. He was strong and brave.

There were many hard times for Washington and the men who were with him. Sometimes they did not have enough food or warm clothing. It often seemed as if they would not win their way against the king's soldiers.

Even when times were hard, General Washington was sure that he and his men would win. He worked and planned to make this come true.



At last the fighting was over. There was a new, free country in America. But it takes planning and work to build a new country.

George Washington was chosen to help plan laws for our country. Once again he had little time to spend at Mount Vernon, the beautiful home that he loved.

When the laws for the United States were made, the country needed a President. Men asked, "Who is the one man to be President?" And everyone answered, "George Washington!" And so George Washington became the first President of the United States.

Today we call George Washington the Father of Our Country because as a soldier and as President he did so much to make our country strong and free.

The radio program was just over when there was a sound at the door. Jack opened it, and there was Mr. Little. He had a large picture, but the children could not see what it was.



“Hello, girls and boys,” said Mr. Little. “Are you having a birthday party today?”

Bill said, “We are getting ready for George Washington’s birthday.”

“I thought you were,” said Mr. Little, “and so I have something for all of you. Look.” He turned the picture around. It was President Washington.

Now Sandra went up to Mrs. Burt and said something that only Mrs. Burt could hear.

“Please sit down, Mr. Little,” said Mrs. Burt. “We want to share another surprise with you.”

“Well, well,” laughed Mr. Little as Sandra came over to him. “Washington cookies! I like your surprise. Thank you.”

Sandra said, “Mother sent them to school. She used this red, white, and blue box to make us think about George Washington, the Father of Our Country.”



Discussion

1. Can you tell some things that make you think of George Washington?
2. Look on stamps and coins for pictures of George Washington. Why do you think that his picture is used so often?
3. How would the way you live be different if you were a girl or boy in Washington's time?
4. Why do we call George Washington the Father of Our Country?
5. Ask someone at the library to help you find some picture books about Washington. Perhaps you can tell some of the stories at school.

Activity

Perhaps you can make a model of Mount Vernon, George Washington's home. Make the big house and the little buildings nearby. The picture on page 211 will help you.



Picture Credits

The photographs used in OUR COMMUNITY were obtained from the following sources. The authors appreciate the co-operation and courtesy of the many individuals and firms listed here.

PAGE		PAGE	
10	Ewing Galloway	73	Hedrich-Blessing and Florsheim Shoes
22	Francesca Alexander	74	H. Armstrong Roberts; Richmond Brothers Company
23	Francesca Alexander	76	Francesca Alexander
24	J. C. Allen & Son	77	Francesca Alexander
25	Francesca Alexander	82	J. C. Allen & Son; National Safety Council and J. C. Allen & Son
30	Ewing Galloway; J. C. Allen & Son; Ewing Galloway	86	Ferdinand S. Hirsh
31	Francesca Alexander	92	Francesca Alexander; National Safety Council; Francesca Alexander; Cornelius Studios
35	J. C. Allen & Son	105	American Junior Red Cross
37	Chicago Museum of Science and Industry	113	H. Armstrong Roberts
39	J. C. Allen & Son	120	Illinois Bell Telephone Company
46	J. C. Allen & Son	122	Illinois Bell Telephone Company
47	J. C. Allen & Son	123	Illinois Bell Telephone Company
48	Francesca Alexander	130	Western Union Telegraph Company
49	H. Armstrong Roberts	132	Ewing Galloway; Philip Gendreau, N. Y.
53	Kaufman and Fabry Photo		
69	Ewing Galloway; Harold M. Lambert; Harold M. Lam- bert; H. Armstrong Roberts		
70	Ewing Galloway; Kaufman and Fabry Photo; H. Arm- strong Roberts; J. C. Allen & Son		
71	H. Armstrong Roberts; Keystone View Company; Ewing Galloway		

PAGE		PAGE	
138	Stations WGN and WGNTV, Chicago	173	Philip Gendreau, N. Y.
144	Ewing Galloway; Chicago Park District	176	Birmingham Chamber of Commerce; Ewing Galloway
145	American Library Association; Philip Gendreau, N. Y.	180	Florida State News Bureau
149	National Safety Council	181	Ewing Galloway
151	National Safety Council	182	Florida State News Bureau
155	Ewing Galloway	196	The Bettman Archive and Publix Pictorial Service
164	National Safety Council	199	Ewing Galloway
165	National Safety Council	204	Ewing Galloway
166	Ewing Galloway	205	Ewing Galloway
168	Ewing Galloway	211	Ewing Galloway
172	Birmingham Chamber of Commerce	213	Philip Gendreau, N. Y.
		215	Ewing Galloway





Vocabulary

OUR COMMUNITY, Level Three in the *Home Environment Series* in social studies, presents a minimum number of new words to children who are reading on a third-grade level.

The 95 words listed in order of appearance are those likely to be unfamiliar at this reading level.

10	neighborhood	50	magazines	88	mayor
12	community	52	airport		government
15	lumber	53	harbor	91	taxes
19	trailer		pineapples	93	vote
22	basement	55	cornflakes	96	gallons
23	carpenters		pork		pure
25	plaster		syrup	98	sewers
28	apartment	56	provide		tank
29	committees	59	mixture	99	officers
	chalkboard	63	laundry		laws
31	collection	66	jeans	100	rubbish
	materials		denim	102	pledge
32	furnaces		corduroy		allegiance
	poster	67	nylon		scout
34	model		rayon		uniform
38	television	71	linen	107	hospital
39	pump	75	borrow	112	Pilgrims
42	healthy		loom		President
44	cereals	81	delivers	117	communication
49	watermelon	87	nickels	118	communicate
			quarters	119	chairman

122	connected switchboard	136	movies	181	swamp alligators
123	dial	142	hobby recreation	185	globe
125	arranged conversation	148	exhibit	188	Texas
128	telegram	154	mural	189	Europe
129	telegraph code dots	156	subway department	190	Asia
130	typewriter electricity	159	escalator	194	spices
134	program microphone	166	motel	197	eighteen
		170	bale	217	coins
		173	postcard		





Notes and Suggestions

UNIT 1. INTRODUCTION

LOOKING AT BELLTOWN, PAGES 7-16

Main Ideas: A community is a place where people live and work together. A community is made up of neighborhoods, each of which may have some features of its own. In a community, people find ways to meet such needs as housing and food. Each community has a story of how it was begun.

Developmental Suggestions: The story of Belltown is planned to lead pupils into a study of their own community. Just how comprehensive and detailed this study will be depends upon the children's maturity and upon the community itself. A small community offers many chances for firsthand observation. A city may require a selective approach if children are to gain an over-all view. In either case, the teacher will find it useful to list trips that may be feasible and persons and organizations who can give information.

Pages 7-16. In this introductory story the children get an overview of their community. They find their own neighborhoods and learn these are part of the larger community. Where it is not possible to give pupils the same opportunity, an aerial picture may be available, perhaps from a local newspaper. A walk or ride along several main streets will also give children a general impression of their community.

At this time pupils are gaining readiness to deal with areas that are larger than their immediate neighborhood or that extend beyond their community. This is preparation for geography. Learning something about the beginning of their own community is preparation for history.

In one sense a classroom is a community in miniature because it is a place where people live and work together. Even if the trips that your pupils can take are limited, the children have many opportunities to learn to work together through their own experiences. Simple committee organization is one method, and the making of rules for discussion is another.

Evaluation: Your pupils have a good start if they make plans to learn about their own community and show an interest in comparing it to Belltown.

UNIT II. SHELTER

HOUSES! HOUSES! HOUSES! PAGES 17-28; PLANNING A HOUSE, PAGES 29-34; THE OLD BELL HOUSE, PAGES 35-40

Main Ideas: Everyone needs housing or shelter of some sort. There are many kinds of shelter. A house is the result of much work by many people. There is a constant search for more efficient, more comfortable housing.

Developmental Suggestions: It is easy to think first of a community in terms of streets and houses. A new building near the school may stimulate interest in housing, or the topic can be approached by asking children to describe their houses. It is soon clear that all families need shelter, and that there are many ways this need is met.

Pages 17-28. Children will appreciate the many workers needed to build a house if each worker is listed with some of his duties. When they watch these men at work, children may take brief notes or ask you to do so, or they may record their impressions in pictures. It is interesting to notice that although many special workers are needed, the members of a family often contribute their own work to complete their new home.

Pages 29-34. Many materials are used in houses. Perhaps within a short walk of school, children can see houses built of wood, stone, brick, and other materials. If most houses are of wood, the children may guess that lumber is easy to get and not too expensive in their community. Stone and brick may be popular because of their permanence and fire resistance or because they are more readily available than lumber. Climate will also effect the choice of materials, the type of construction, and means of heating and ventilation. Samples of building materials collected during this unit make a good classroom display.

Pages 35-40. A visit to an old house in the community will help pupils understand that people who lived before us had some of the same problems to solve. These people often worked out good solutions for the material and knowledge that they had. Pictures of early houses may be collected and contrasted with those of new houses to show how need for light, warmth, and attractiveness have been met in different ways. Simple model houses built from cardboard boxes are an appropriate activity to close this unit.

Evaluation: Some knowledge and appreciation of workers and materials important in building should be the outcome of this unit. In addition, there should be an interest in older houses in the community and in the changes that have been made in housing.

UNIT III. FOOD

FOOD FOR EVERYONE, PAGES 41-50 ; HOW FOOD COMES TO US, PAGES 51-56 ; LUNCH AT SCHOOL, PAGES 57-61

Main Ideas: We need food for life and growth. Eating is a source of pleasure as well as nourishment. We are fortunate to have food in variety and abundance in the United States. The growing, processing, and marketing of food requires the work of many people. Eating habits change as new foods and new ways of food preparation are introduced.

Developmental Suggestions: Questions to commence the study of food might be, "Has your father's work something to do with growing, handling, or selling food? Does your mother have something to do with food?" Mother's part in food preparation is probably familiar, but a list of other persons who work with food helps show at once that food on our table is there because of many workers' efforts.

Pages 41-50. This story deals with the farm as a source of much of our food. Although general farming is described, children at this level may discover that food production in their area is more specialized. Some farms may produce chiefly poultry and eggs, some may be truck gardens, others orchards or ranches, depending upon climate and location. If a trip to a farm cannot be arranged, indi-

vidual reports on farm visits and pictures and films can supply information.

Pages 51-56. Our efficient transportation system in part accounts for the variety and quantity of foods we now eat. To help children realize the importance of transportation, ask them to list foods eaten at one meal and to check those that they know their families could grow or could get from nearby sources. These foods often require little processing, but what about the foods that come from a long distance? List these and note that some, like fresh fruit and vegetables, are simply sorted and crated. Others are partly or wholly prepared, as in the case of frozen or canned vegetables, and most meats and dairy products. Still others, like flour, sugar, and cereals, are much changed before they reach the final buyer. Urge the children to note all the ways that they can see food being transported: farm trucks, milk trucks, big interstate trucks, refrigerator cars, grain boats, and so on.

Pages 57-61. A story about pioneers and the foods they had or a story about the first Thanksgiving will provide a contrast between their dependence upon the immediate environment for most foods with our ability to choose foods of many kinds from many places. Planning and serving a lunch at school is an opportunity to think in definite terms of the work many people share to provide food. A mother may be asked to tell new ways of food preparation that were unknown or uncommon even a few years ago, as for example, home freezing and prepared mixes for cakes.

Evaluation: At the end of this unit, food should have many new meanings for children. Why we eat food, why we have such great variety to choose from, and the many workers and processes that bring food to us should be topics of real interest to children.

UNIT IV. CLOTHING

MANY KINDS OF CLOTHING, PAGES 62-68; HOW WE GET CLOTH, PAGES 69-75; TAKING CARE OF CLOTHES, PAGES 76-79

Main Ideas: Clothing is one of mankind's basic needs. Clothing is not only useful as a protection against weather and whatever

might hurt our bodies, but is also a means of self-expression. Many different materials are used for clothing. These come from plants, animals, and synthetic processes. As in the case of shelter and food, many workers are involved and there is a constant effort to improve clothing. Care helps clothes last longer.

Developmental Suggestions: An exhibition of costume dolls, as suggested in the first story in this unit, the showing of an antique doll in its original costume, or the introduction of picture books showing clothes worn in other times and other lands may arouse curiosity about clothing. So, too, may the making of costumes for a play or the application of designs in art to fabric.

Pages 62-68. How are clothes both useful and attractive? Advertisements may be used to note that different kinds of clothing are needed at different times of the year and for different activities. Clothing that may be appropriate for one climate may be unnecessary in another. A collection of pictures of different kinds of shoes for adults and children will illustrate these points. Perhaps old-fashioned shoes or shoes from other lands can be added to show how people have tried to find both usefulness and beauty in shoes.

Pages 69-75. Posters with samples of different kinds of cloth and fibers are an excellent activity. These may be grouped as to source: plants, animals, man-made. Note how much fabrics of the same fiber may differ in appearance. Velveteen, for example, is much different from cotton dimity and from denim. Experiments with dyeing cloth with natural dyes such as walnut shells or onion skins can be tried, and making patterns by printing or embroidering, are interesting art projects. A demonstration of weaving and knitting will increase the children's appreciation of what machines do in clothing production. Samples that show the steps in processing one type of fiber can be collected, for instance, a cotton boll, a miniature cotton bale, a spool of thread, a piece of cloth, and a handkerchief.

Pages 76-79. Care of clothing directly concerns children as well as their parents. A visit to a laundry or to a public laundry with automatic machines may be possible. Experiments with washing pieces of soiled material in plain water, in hot and cold water with soap added, and in removing spots with a non-flammable dry clean-

er can be tried. Shoe shining supplies at school may increase interest in caring for shoes. Children might plan to decorate wooden or plastic hangers as gifts or for their own use.

Evaluation: A knowledge of some of the different kinds of materials and their special values is one outcome of this unit. Another is an appreciation of the many steps required to produce clothing. As in the case of shelter and food, pupils should realize that men constantly look for new materials and for new ways to produce and use familiar materials.

UNIT V. WORKING, EARNING, AND SAVING

WHY WE WORK, PAGES 80-87

Main Ideas: Working is a part of a full, useful life. People work to earn money for what they need and cannot provide for themselves by their own work. Work can be a source of satisfaction and pleasure and need not necessarily be paid. We use banks to help us manage our money.

Developmental Suggestions: Frequently children want something for their classroom that cannot be made but must be purchased. Is there a way to earn this money, each child trying to earn individually or the whole class planning a group project? Perhaps the sum is large enough to require saving and to find a safe place to keep the money as it is accumulated. These experiences form a good introduction or parallel activity for this unit.

Pages 80-87. Children cannot learn too early that everyone must live a useful life. While usefulness is not necessarily measured in dollars, earning money is important to some members of every family because no family can meet all its needs by its own work alone. Our way of life demands workers of many kinds and skills. Using the categories on page 83, help pupils list the occupations of people in their families. Great variety of work is an evidence of our highly specialized way of living. The list of occupations may show how interdependent we are. The truck driver, for example, must depend upon the service station man, while the farmer may

depend upon the truck driver to take his milk to the dairy. Suggest that each child make a picture chart to show everyone who works for him during the course of a day. A complementary chart may show ways that children work for others. Encourage the children to discuss purchases that they have saved money to get and reasons why their families save money.

Evaluation: By now children should realize that a community is much more than houses. It offers many kinds of work for people to do, and many of these ways often involve working with or for others. While children dramatize and play many kinds of adult work, they should be interested also in real work that they can do now, perhaps to earn money, perhaps because the work needs to be done.

UNIT VI. LOCAL GOVERNMENT

A VISIT BY THE MAYOR, PAGES 88-93 ; A VISIT TO THE TOWN HALL, PAGES 94-101

Main Ideas: People choose some persons from their community to work for the whole community. These persons are the government of a community and they are paid from taxes collected from everyone in the community. The government does work for the people of the community that usually cannot be done as well in other ways, for example, police protection, road building, and public education.

Developmental Suggestions: If yours is a small community it may be easier for the children to know something of the mayor and other officials than if yours is a large community. During an election year you will find that children become aware of local government because of their parents' interest. A direct visit to community officials may be possible, but if not, remember that many local government agencies effect the children's daily lives: the school, the police, public health services, and park and street maintenance.

Pages 88-93. Titles for government officials may vary from community to community, but the same basic functions are performed. If children have had the experience of choosing their own leader by

a majority vote they understand that this same method is used by adults to choose leaders. It is well to help children learn that government is supported by taxes paid by everyone. Sales taxes may be most familiar to children in some areas and part of this money often comes back to the local community to support schools.

Pages 94-101. Is a parent of one of your pupils a community official or employed by the community? If so, perhaps he or she will visit school to describe some of the community services. Help the children become familiar with the names of the mayor, police chief, and school superintendent. Note the services provided by the local government in Belltown and see whether your own community provides all these and others as well.

Evaluation: Good classroom citizenship is preparation for useful adult citizenship. Children can learn by experience to elect capable leaders, to support their leaders with co-operation, and to be responsible when they are chosen to serve on committees.

UNIT VII. SHARING RESPONSIBILITIES

HELPING OTHERS, PAGES 102-109

Main Ideas: People of all ages join to help one another. Giving help where it is needed unites people in a feeling of work well done.

Developmental Suggestions: In many schools children have frequent opportunities to contribute money or gifts for drives such as the Community Chest, the Tuberculosis Institute, the American Junior Red Cross, and other agencies that perform welfare and health functions. A discussion of any of these experiences is a good introduction to this unit.

Pages 102-109. If pupils belong to Cub Scouts, Brownies, or similar organizations, ask them to report projects undertaken to help others. Many children can also report services contributed by groups that their parents or older brothers and sisters belong to. While children participate in helping others, they need to realize that they themselves may receive benefits from various organizations. Scout groups may be community supported, as are some neighborhood

houses and recreation groups and summer camps. Free chest X-rays and special help for children who have had such diseases as polio illustrate how we help others and ourselves at the same time. Children can learn that giving is its own reward and that gifts must be freely given without hope of special recognition or gratitude, although these may come.

Evaluation: If children show real enthusiasm in planning to help others, you will know that this unit has been successful. Gifts may be in the form of service as well as in money or objects of value.

UNIT VIII. WORSHIP IN COMMUNITY LIFE

CHOOSING A CHURCH, PAGES 110-116

Main Ideas: *Worship is an important part of community life. There are many forms of worship, and in the United States people are free to choose any faith they wish. People make contributions of money and service to support the faith to which they belong.*

Developmental Suggestions: We are fortunate in our country to be able to follow freely the faith we desire or to follow none, if that is our choice. A knowledge of your community and your pupils will guide you in introducing this unit. Perhaps you may wish to refer to an occasion such as Thanksgiving, when everyone, no matter what his faith, shares in a common rejoicing for many blessings.

Pages 110-116. Pupils may like to describe their own place of worship and can perhaps locate it on a community map. In the preceding unit children found that helping others unites people in one group. Persons of one faith also work together for many common purposes. No matter what forms of worship are those of your pupils, let them share experiences with each other without thought of comparison. You may like to help children discover the words, In God We Trust, on our coins. These words remind us that we as Americans believe that worship is an important part of our lives.

Evaluation: A child who learns reverence through the faith taught in his home can understand that taking part in worship is an important part of community living.

UNIT IX. COMMUNICATION

SENDING MESSAGES, PAGES 117-125; WRITTEN MESSAGES, PAGES 126-133; RADIO AND TELEVISION, PAGES 134-141

Main Ideas: Many ways of rapid, efficient communication are part of today's living. Different means of communication serve different purposes. Some forms of communication are much used in education and recreation.

Developmental Suggestions: This entire unit correlates closely with the language arts. A demonstration of a good telephone conversation, for example, has values in both social studies and oral English.

Pages 117-125. If you cannot visit the telephone company, you can use pictures, books, and toy telephones to substitute in part for the experience. In a large school, pupils may be able to observe a simple switchboard. Ask the children to watch for telephone line-men at work outdoors. These workmen, like many others, do much to assist us even though they remain unknown and often unseen. Perhaps someone who has worked for the telephone company will visit school to tell how routine and emergency calls are handled. This will then be a good time to make sure that each child knows how to make emergency calls and can give his name, telephone number, address, and information about the emergency.

Pages 126-133. Writing and mailing letters that contain such real messages as get-well wishes to someone absent are appropriate activities to accompany this story. The entire class may visit the post office, or a committee may be chosen to make a report. Postmarks can be used to arouse interest in maps and their use. Mount an outline map of the United States in the center of a bulletin board and ask children to bring empty envelopes with legible postmarks to put up around the map. Put a pin in the map to show where a letter originated and connect the pin with a colored yarn to the envelope. Something about distance can be judged if the children note how many days the letter took en route.

Pages 134-141. Individual or group records of all the kinds of communication used in one day are impressive because they show how dependent we are on communication. The children will find it

interesting to have you check the ways of communication, such as television, that were not commonly used when you were their age.

Evaluation: An appreciation of and an ability to use some of our common ways of communication are an outgrowth of this unit. Children should be able to compare some of these methods and to understand that here again men constantly work for improvement.

UNIT X. RECREATION

HAVING FUN EVERYWHERE, PAGES 142-148

Main Ideas: We all need recreation for fun and relaxation. There are many kinds of wholesome recreation, some that are individual activities, others that are group. It is a good idea to balance active and inactive forms of recreation. The community provides parks and other facilities for recreation. We can make our own fun, often without any cost in money

Developmental Suggestions: A new game or piece of play equipment or plans for an outing may focus attention on the importance of recreation. The hobby show suggested on page 142 may be a good starting point and possibly an activity to share with another class.

Pages 142-148. While everyone in a community is to a degree concerned with recreation, special workers devote most of their time to providing equipment, training, and places for different kinds of recreation. Playground directors, park maintenance men, hobby, toy, and sports equipment makers and sellers, entertainers, and theater owners are only a few of these people. Perhaps the children can make posters to show a recreation that they enjoy and some of the workers who make their fun possible. A community or neighborhood map can be marked with favorite play areas and with warnings for such places as railroad tracks that are dangerous if used for play. A story read aloud of family life in a different time or place will give children a picture of recreation that contrasts with the present.

Evaluation: The constructive use of free time is increasingly important in our lives, and it is worth noting whether children show

resourcefulness in this. Children should know the names of some of the people in their community who provide recreation for them. They should observe safety rules in play.

UNIT XI. THE CITY

THE BIG CITY, PAGES 149-154; FUN IN THE CITY, PAGES 155-161

Main Ideas: A city is much like a smaller community. People in any community have the same basic needs. A city differs because of its size and the variety of services and goods it offers.

Developmental Suggestions: Your approach will depend upon your pupils' experiences. If most children have visited a large city, they will be eager to compare their impressions with Paul and Tom's. If yours is a city school, the children may discuss what they would show visitors from a small town. Where a large city is completely unfamiliar, this unit will need much enrichment through pictures, films, and storybook material.

Pages 149-154. Ask the children to tell more ways that the city differs from the small town. Make sure that not all the differences mentioned are those of size. Thus city people not only shop in one large department store, but in many specialty shops as well. Many city neighborhoods, however, are much like small towns. This needs to be emphasized to avoid the concept that all city people live in apartment houses, buy in department stores, and work in huge factories or skyscrapers.

Pages 155-161. Discuss why transportation is so important to city living. One reason is the great interdependence of city people upon each other. Note all the kinds of transportation given in this and the preceding chapter. These are needed to bring goods to the city and to carry people and goods within the city. Discuss the special kinds of recreation, such as the zoo, that are available to city children, but balance this picture with mention of some kinds of recreation that city children cannot enjoy because of space or other limitations.

Evaluation: At the conclusion of this unit you may wish to ask pupils to name things that are found in both cities and small towns. Some of the differences between city and small town can then be recalled. Children should understand that people everywhere have common needs, but that where they live may alter their means of meeting these needs. A home in a small town may be a single-family house, for example, while a city home may be an apartment.

UNIT XII. READINESS FOR GEOGRAPHICAL CONTRASTS

ON THE WAY SOUTH, PAGES 162-169; WINTER SUNSHINE, PAGES 170-177; TRAVELING IN THE SOUTH, PAGES 178-184

Main Ideas: Not all parts of our country have the same climate at the same time. When we travel, we discover that some community patterns are common everywhere even though communities may appear to be different on the surface. Each part of our country is especially well fitted because of location and resources to produce certain goods.

Developmental Suggestions: This unit introduces experiences that take the pupils outside their own community and area, at least in study. The material here should be adapted and expanded to fit the understanding your pupils have gained of their own community and area. Thus, if you live in one of the Southern states, you will want to develop by the use of pictures and personal experiences some concept of the colder climate and urbanized area that are familiar to the Belltown children.

Pages 162-169. An adult or older child who has had a recent visit to the South may be able to furnish interesting information to supplement the text. Collections of road maps and post cards and pictures of clothes appropriate for a trip will be useful. Notice the references to highway signs and road improvements in this story. These illustrate community and government services that children can readily appreciate.

Pages 170-177. We think of change as typical of the American way of living. Men constantly try to improve production and make

better use of resources. Progress in the South shows these characteristics, and you can find similar examples in your own region. A collection of items grown or manufactured in the South and another of items from your area will draw attention to similarities and differences. This may lead to a discussion of climate, location, and so on.

Pages 178-184. In this story pupils learn that the South offers many contrasts within itself. If interest is aroused, the children may find additional material about the Seminoles. These Indians live in communities, but their way of life puts little stress on change and their community relationships are quite different from those familiar to us.

Evaluation: If children are curious about other parts of our country, if they try to find these in relation to their own community, and if they are interested in how people elsewhere live, then your class is developing readiness for geography. It is not too early to grasp the basic understanding that where people live effects how they live.

UNIT XIII. INTRODUCING THE GLOBE

OUR TOWN AND WORLD, PAGES 185-192

Main Ideas: A globe shows relationships and locations to help us grasp what our world is like. Our community is one small part of the world, but related to it. People the world over have certain basic needs, and these needs are met in many ways.

Developmental Suggestions: The introduction of the globe has been preceded by an informal use of maps of the community and the United States. This first study of the globe is to arouse children's interest in the world but is not planned to teach specific information, such as the location of continents and oceans.

Pages 185-192. Children are familiar with small scale models of trains, buildings, planes, and so on. A globe is a small scale model of our earth. It is desirable to have a beginners' globe on which

large land masses and the oceans are colored in a somewhat realistic manner. Be careful to build on what the children already know and let them have the excitement of discovering names that have become familiar to them. You may be surprised to find how much your pupils have already learned. Keep the discussion of other peoples of the world based on what pupils know and avoid details that will only be confusing. It is often easy to concentrate upon differences and to forget that no matter where the community is located, people must solve problems connected with food, clothing, and shelter and find ways of living and worshiping together.

Evaluation: An interest in the globe and its symbols is another evidence of readiness for geography.

UNIT XIV. READINESS FOR HISTORICAL IDEAS

A BRAVE SAILOR, PAGES 193-200; THANKSGIVING IN SCHOOL, PAGES 201-208; GEORGE WASHINGTON, PAGES 209-217

Main Ideas: Holidays that commemorate national events are a part of every child's inheritance. Through observance of these holidays children learn something of our country's history. People of the past faced many of the problems that we now do.

Developmental Suggestions: The holiday stories in this unit should be enjoyed as each is appropriate. A rereading of the unit at the end of the year gives three steps in our nation's history: the discovery of the New World, establishment of early English settlements, and the birth of the United States.

Pages 193-200. Picture books and films help us visualize the past. There is a danger, however, that we may distort in trying to present a simple picture of the past. The men of Columbus' day who feared that they might fall over the edge of the world were not necessarily stupid and ignorant. Some of our own fears and beliefs may possibly look as odd to our successors, for there is much about our world that we have yet to discover.

Pages 201-208. Thanksgiving is a good example of a celebration that was begun long ago and continues to the present. Sharing such

an experience makes us feel closer to the people of the past for we realize that some of their feelings are familiar to us. You may find it interesting to do some reading on an adult level about the Pilgrims so that you can make these English settlers real and human to your pupils.

Pages 209-217. Many legends are told about Washington. Children need to understand that people sometimes like to tell good stories about heroes even when they are not true in every detail. The cherry tree story is an example of this sort of tale. The celebration of Washington's birthday is an appropriate time to talk over how we, too, can serve our country.

Evaluation: Children have developed readiness for history when they become interested in stories of long ago and realize that the world was not always as we see it today.



Books to Read

Banta, Richard E., *The South*, The Fideler Company, 1951

The fine photographs will be popular in Unit XII.

Burton, Virginia Lee, *The Little House*, Houghton Mifflin, 1942

Children may know this picture book, but it is still an excellent introduction to the growth and changes typical of many communities and can be used in Unit I.

Cavanah, Frances, *Our Country's Story*, Rand McNally, 1945

If Unit XIV arouses interest in our country's past, this picture book is recommended.

Comfort, Mildred H., *Children of the Mayflower*, Beckley-Cardy Company, 1947

This fully researched story can be read aloud in Unit XIV.

Dagliesh, Alice, *America Begins; America Builds Houses*, Charles Scribner's Sons, 1938

Here are two books to provide more information in Unit XIV.

D'Aulaire, Ingri and Edgar, *George Washington*, Doubleday and Company, Inc., 1936

This remains one of the most successful biographies planned for younger children and is valuable for Unit XIV.

Duvoisin, Roger, *And There Was America*, Alfred A. Knopf, 1938

This story is simple enough to use with Unit XIV.

Eaton, Jeannette, *Washington, the Nation's First Hero*, William Morrow and Company, 1951

You may wish to read this short biography aloud in Unit XIV.

Fitch, Florence, *One God, the Ways We Worship Him*, Lothrop, Lee and Shepard, 1944

While the text is too difficult, the illustrations may prove of interest during Unit VIII.

Floherty, John J., *On the Air, the Story of Radio*, Doubleday, Doran and Company, 1937

Photographs particularly recommend this book for Unit IX.

Hollos, Clara, *Story of Your Coat*, International Publishers Company, 1946

A short, informational book is helpful in Unit IV.

Horowitz, Caroline, *A Boy's Treasury of Things to Do; A Girl's Treasury of Things to Do*, Hart Publishing Company, 1946

These two books, and others like them, are useful in connection with Unit X.

Hunt, Sarah E., *Games the World Around*, A. S. Barnes, 1941

Here is a good game collection to use for Units X and XIII.

Lach, Alma S., *A Child's First Cook Book*, Hart Publishing Company, 1950

A simple cook book such as this will interest children in food preparation during Unit III.

Lattimore, Eleanor F., *Davy of the Everglades*, William Morrow and Company, 1949

This story may be read aloud as Unit XII is studied.

Leeming, Joseph, *Fun for Young Collectors*, J. B. Lippincott Company, 1953

Here is a book to arouse interest in hobbies during Unit X.

Peet, Creighton, *This Is the Way We Build a House*, Henry Holt and Company, 1940

The photographs in this book supplement those in Unit II.

Petersham, Maud and Miska, *The Story Book of Foods from the Field*, John C. Winston, 1936

This picture book can be used during Unit III.

Pryor, William C. and Helen S., *The Cotton Book*, Harcourt, Brace and Company, 1936

Photographs to expand Units IV and XII are contained here.

Schneider, Herman and Nina, *Let's Look Inside Your House*, William R. Scott, Inc., 1948

The text and illustrations offer information for Unit II.

Schneider, Herman and Nina, *Let's Look Under the City*, William R. Scott, Inc., 1950

This picture storybook is especially useful for Unit XI, but can be presented for Unit II in city schools.

Schneider, Herman and Nina, *Your Telephone and How It Works*, Whittlesey House, 1952

Whether or not a trip to the telephone company is taken, this book will answer questions raised in Unit IX.

Scholat, G. Warren, *Adventures of a Letter*, Charles Scribner's Sons, 1949

This account will be interesting at the beginning of Unit IX.

Syme, Ronald, *Columbus, Finder of the New World*, William Morrow and Company, 1952

The adventures of Columbus' voyages are well presented for reading aloud in Unit XIV.

Trent, Robbie, *To Church We Go*, Wilcox and Follett, 1948

This picture book may be suitable for Unit VIII.

Turner, Mina, *U. S. Means Us*, Houghton Mifflin Company, 1947

Here is a very simple description of our Federal government that you may find useful in Unit VI.

Urell, Catherine, *Big City Fun; Big City Workers; City Water Supply*, Follett Publishing Company, 1953

All three books can be presented during Unit XI. You may also wish to use *Big City Fun* in Unit X, *Big City Workers* in Unit V, and *City Water Supply* in Unit VI.

Wilder, Laura Ingalls, *Little House on the Prairie; On the Banks of Plum Creek*, Harper Brothers, 1935, 1937

Stories of this kind read aloud during Units II, X, or XIV give a lively picture of child life in a time when the community supplied fewer of a family's needs than it now does.

F. 255

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